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ABSTRACT

Results of a cooperative project among students, teachers, administrators, and community members involved in ethnic studies activities are reported. The document describes goals, procedures, results, and evaluation. A resource handbook is also included. Four goals were established: to identify potentially contributing ethnic groups in the community, to assist newly emigrated individuals in identifying with previously assimilated ethnic groups, to develop educational and community ethnic groups as working resources, and to increase offerings in the existing ethnic heritage studies program. An evaluation of the program indicates that it has been extremely successful. Accomplishments include formation of ethnic-oriented community advocacy groups; development of community and educational resources including a corps of tutors and translators; a variety of local histories; peer instruction in ethnic heritage studies; a filmstrip/recording of the community's history; and an ethnic heritage celebration festival. The resource handbook includes a list of materials/resources and contact persons at the resource centers. Appendices present the project management plan and describe the oral history and pen pal programs. (KC)

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FINAL REPORT

Project No. 549AH90110

Grant No. G007903262

COMMUNITY-BASED ETHNIC HERITAGE STUDIES PROGRAM

December, 1980

A Project In Ethnic Studies
Conducted Under
Title IX of Public Law 95-561
Elementary and Secondary
Education Assistance Act

The project reported herein was performed pursuant to a grant from the U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official federal government position or policy.

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PART ONE

Introduction and Background

for

Community-Based Ethnic Heritage Studies Program

PART ONE

In exploring the possibilities for various curricula revision efforts, school district personnel reviewed existing programs which appeared to generate student interest and enthusiasm. One such topic was the study of the ethnic roots of both the community and individual students.

This finding, coupled with extensive inquiry by residents regarding the development of an ethnic heritage celebration festival, prompted school district officials into exploring the feasibility of initiating an Ethnic Studies Program. The goal of this study was to determine the possibilities for a cooperative effort, involving students, teachers, school administrators and community representatives in a number of pertinent ethnic study activities that would be mutually beneficial and productive.

To this end, an open meeting involving representatives of all the groups noted above was held in June of 1978. That session resulted in a number of significant agreements:

A. That such a project would be extremely beneficial to the community and school district.

B. That cooperative planning was needed to achieve the above goal; and,

C. That representatives of those in attendance would continue to meet in order to pursue this project.

That group became, eventually, the Advisory Council for Bristol's Community-Based Ethnic Heritage Studies Program and did, in fact,

Part One, Continued:

establish monthly meetings to achieve the goals and objectives designed for this program.

One such activity was to attempt to secure a grant which could be used to achieve these objectives. To that end, a proposal was designed, written and submitted to the U.S. Department of Education (at that time, the agency was known as the U.S. Office of Education) in February of 1979. Federal funding was awarded to the school district in August of that year under Title IX of P.L. 95-561, the Elementary and Secondary Education Assistance Act.

The results of this funded project are herein reported. Since the project has ended, however, a number of significant activities have been continued. This has developed as a direct result of the effort put forth by hundreds of Bristol area residents, merchants and educators who, in true community spirit, helped to make the funded program a success. Without their dedication and hard work, the results cited in this report would not have been possible.

PART TWO

Goals and Objectives

for

Community-Based Ethnic Heritage Studies Program

PART TWO

Goal One: To identify and involve potentially contributing ethnic groups.

Objective 1:1 - To identify and contact 75% of known organized ethnic groups of the region as contained in a basic list located at the Bristol Public Library.

Objective 1:2 - To communicate with such groups regarding three cooperative efforts:
a. Cooperation in ethnic study and education programs.
b. Assist immigrant families to identify respective ethnic groups.
c. Provide instructional programs to students and community groups.

Objective 1:3 - To identify newly arrived immigrants to the community.

Goal Two: To communicate with and assist newly immigrated individuals to identify with previously assimilated ethnic groups.

Objective 2:1 - To have all school principals and teaching staff be aware of this program in order to facilitate assistance to newly immigrated families through their children.

Objective 2:2 - To conduct media presentations and sponsor advertisements with which to inform and assist newly immigrated individuals and families regarding their respective, assimilated groups.

Objective 2:3 - To extend the communication and assistance functions to other community groups as they demonstrate interest in participation.

Goal Three: To develop both educational and community ethnic groups as working resources.

Objective 3:1 - To establish an Ethnic Heritage Resource Center and satellite resource centers to serve public and private schools and the community.

Objective 3:2 - To have five percent of grade seven through twelve students in the school district undertake an ethnic heritage exploration project through the interviewing of persons representing various nationalities and backgrounds.

Objective 3:3 - To have each student participating in objective 3:2 become an in-class resource through peer

Part Two, Continued:

teaching of the recorded cultural heritage of the community.

Objective 3:4 - To develop an ethnic tutor/translator corps which will consist of senior level high school students and interested community members who have bilingual abilities to serve as tutors/translators for non-English speaking immigrant children and adults.

Objective 3:5 - To develop and implement a Bristol Ethnic Heritage Celebration Festival which will involve both school personnel and community representatives in the planning and fulfillment of all related activities.

Goal Four: To assess the ethnic heritage studies within existing curricula in order to increase such offerings.

Objective 4:1 - To assess the existing K-12 curriculum offerings to determine the extent of ethnic heritage studies presently being conducted in the district.

Objective 4:2 - To develop ethnic heritage study activities which can be incorporated (e.g., infused) into existing curricula, K-12.

Objective 4:3 - To make the results of objectives 4:1 and 4:2 available to all district curriculum coordinators in order to facilitate the incorporation of these activities into the appropriate courses.

PART THREE

Project Procedures

for

Community-Based Ethnic Heritage Studies Program

PART THREE

Throughout the operation of this project, a systematic management process was employed. This effort enabled the project to achieve significant results in each of the four established goals. Moreover, significant results were also obtained, with one exception, for each of the several objectives per goal.

The management procedure utilized is described as follows:

1. Review all objectives to determine specific requirements, guidelines and activities by which the project is expected to progress.

2. Review both objectives and evaluation criteria to determine specific outcomes expected at the project's conclusion.

3. Establish routine reporting deadlines regarding the project's development during its life.

4. Develop all necessary forms and reporting devices with which to demonstrate the project's progress to all preidentified groups requiring such information.

Procedures one through four above were undertaken on a weekly basis by those managing the program. Throughout the project's duration, both the program administrator and the project director utilized the above methods, routinely, in developing, implementing and assessing each activity. Operations were constantly compared with the original proposal's Project Management Plan to insure that each objective was kept to its appropriate time schedule. Please refer to Attachment A; Project Management Plan.

PART FOUR

Results and Accomplishments

for

Community-Base Ethnic
Heritage Studies Program

PART FOUR

A detailed evaluation report of this project will be found in Section Five. In summarizing these results, however, it has been determined that the Community-Based Ethnic Heritage Studies Project has been extremely successful. Every goal and all but one objective has been fully achieved in the nine months of program operation. Even the one objective not completed (having five percent of secondary students undertake an ethnic heritage exploration), did achieve some degree of success. Approximately two percent of the described students did, in fact, participate in such an exploration.

Other, more noteworthy successes were:

1. The forging of all ethnic-oriented community groups into an active and contributing advocacy group, representing the community's diverse ethnic background.

2. The development of effective methods for assisting newly arrived immigrant individuals and families.

3. The development of several innovative community and educational resources, including:

   a. A corps of tutors and translators.

   b. A variety of oral histories.

   c. Peer instruction in ethnic heritage studies.

   d. A filmstrip/recording of Bristol's heritage.

   e. An ethnic heritage Celebration Festival which proved to be extremely successful and for which plans have been made to carry on the event into coming years.

4. The development of innovative educational units of instruction which have been adopted by a variety of Bristol teachers. Please refer to Attachment B1, B2 and B3.

Part Four, Continued:

As noted above, this project operated in an extremely smooth fashion and produced a number of positive results. We, therefore, feel very comfortable in recommending both the program design and all activities to other local school districts for adoption.

If another district were to attempt this program, there would be only two suggestions we feel need attention. In that the program relied heavily upon a tight time schedule, more flexible federal guidelines might have been needed if a contingency situation had developed. Fortunately, no major crises did occur and we were able to maintain all schedules. Had a problem occurred, however, we definitely would have required increased amounts of time in several of the program's objectives.

The second limitation pertained to the use of federal funds to purchase food. Several of the project's objectives did, in fact, relate activities to food preparation. We had been given strict verbal guidance that we could not use grant monies to do this. Fortunately, we were able to secure such purchases through Parent Teacher Organizations and local school district budget expenditures. Without this cooperation, the project might have experienced some major difficulties.

Nevertheless, the program has had a significant impact on both

Part Four, Continued:

the community and the school distict. From all the indications being received in our Central Office, it appears that extensive amounts of ethnic studies and community awareness activities will continue in our City. We are both pleased and proud to have played some part in creating these results through this project.

Richard D. Nolan

Richard D. Nolan, Administrator
State and Federal Programs

PART FIVE

BRISTOL ETHNIC STUDIES PROGRAM

1979-80 EVALUATION REPORT

July, 1980

Submitted by:

Joseph F. DePaolo, Ed. D.
Project Manager

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I. INTRODUCTION

In 1979-80 the Bristol Board of Education was awarded a grant of $39,300 from the United States Office of Education to conduct a special project in Ethnic Heritage Studies at the school and community level.

The project funded under Title IX (ESEA) had four (4) major goals and they were as follows:

1. To identify and involve potentially contributing ethnic groups.

2. To communicate with and assist newly immigrated individuals to identify with previously assimilated ethnic groups.

3. To develop both educational and community ethnic groups as working resources.

4. To assess the Ethnic Heritage Studies within existing curricula in order to increase such offerings.

Originally,the project was developed to produce two very important results, (1) to get the community involved with educational efforts in a positive/constructive manner and (2) to incorporate suggested Ethnic curricular activities and to purchase relevant ethnic materials for the children of Bristol.

Both of these original ideas were successfully adhered to throughout the one (1) year duration of the program. What follows is an evaluation fo the project's goals and activities for 1979-80.

II. PRODUCT EVALUATION

This section of the evaluation report will deal with the impact the project had on the target populations it served.

A discussion of the project's goals, objectives and activities in relation to measured outcomes will be an integral part of this section of the report.

Also included will be an explanation of the results of the project on the original problem and suggested directions for the future.

Goal One:

To identify and involve potentially contributing ethnic groups.

Objective 1:1

To identify and contact 75% of known organized ethnic groups of the region as contained in a base list located at the Bristol Public Library.

Activities:

1. A base list of known Ethnic groups in Bristol, on file in the Bristol Public Library, was reviewed. Seventeen (17) groups were on the list. 100% of the groups were contacted through mailings.

2. Since the inception of the Ethnic Studies Program this list has been revised and brought up to date and now includes approximately twenty-five (25) Ethnic Groups in the Bristol area.

Objective 1:2

To communicate with such groups regarding three cooperative efforts:

a) To cooperate in ethnic study and education programs.

b) To assist immigrant families to identify respective ethnic groups.

c) To provide instructional programs for students and the community.

Activities:

1. A base list of known Civic groups in Bristol, was provided to the program by the Bristol Chamber of Commerce. Sixty-one (61) groups were contacted through mailings.

2. Approximately 67% of these groups have been involved in cooperative efforts at one time or another, including the following:

   a. Attendance at Advisory Committee Meetings.

   b. Assisting immigrant families.

   c. Participation on Ethnic Heritage Festival Celebration.

   d. Liaison to schools with strong ethnic backgrounds.

   e. Financial support.

Objective 1:3

To identify newly arrived immigrants to the community.

Activities:

1. The major activity under this objective was carried out in awareness session presentations made by the Project Manager to the Public and Non-Public school administration and staff.

2. The Project Manager has worked through the school principal to help in the identification of newly arrived immigrants and initiated contact in this manner with school social work services.

3. Members of the Ethnic Studies Advisory Committee were actively engaged in this activity because of their particular ethnic background in the city. Once immigrants were identified proper resources were provided as a service to them.

Goal Two:

To communicate with and assist newly immigrated individuals to identify with previously assimilated ethnic groups.

Objective 2:1

To have all school principals and teaching staff be aware of this program in order to facilitate assistance to newly immigrated families through their children.

Activities:

1. Project Manager made awareness presentation at Superintendent's Cabinet meeting in the Fall of 1979. 100% of Public School Administrators and Principals were in attendance.

2. Project Manager, upon request, held follow-up on-site sessions with interested schools administrators.

3. In the Fall of 1979 the Project Manager also made awareness presentations to Non-Public School Principals.

4. Upon request, Project Manager, has spoken at approximately forty-five (45) awareness sessions of Public and Non-Public school administrators and/or staff members (individually/collectively). This represents approximately 75% of the public and non-public schools in Bristol.

5. Project materials, developed by the Project Manager, were disseminated to all participating staff members throughout the duration of the project beginning in January, 1980.

Objective 2:2

To conduct media presentations and sponsor advertisements with which to inform and assist newly immigrated individuals and families to identify with assimilated groups.

Activities:

1. Bristol's WBIS provided radio spot coverage upon request. Two (2) fifteen minute shows were done on the Bristol Ethnic Studies Program.

2. Newspaper releases were done periodically to inform and assist newly immigrated groups as they moved into Bristol.

3. An Ethnic Studies Program brochure was developed and disseminated in December, 1979 in an effort to inform newly immigrated families and individuals of the services available to them through the Ethnic Studies Program.

Objective 2:3

To extend the communication and assistance functions to other community groups as they demonstrate interest in participation.

Activities:

1. 67% (41/61) expressed interest in participating in a written and/or verbal manner. A summary report of the activities respondents were willing to assist in (in order of priority) included the following:

60% a) To help develop a community based, multicultural Ethnic Heritage Celebration Festival.

50% b) To help identify and assist newly arrived immigrants in becoming acquainted with the community.

42% c) To help newly arrived immigrants through the provision of translation services in their respective native language.

37% d) To help the school system and public library develop Ethnic Study Resource Centers.

28% e) To help newly arrived immigrants through the provision of translation services in their respective native language.

25% f) To contribute or loan to the school system ethnically oriented materials.

Goal Three:

To develop both educational and community ethnic groups as working resources.

Objective 3:1

To establish an Ethnic Heritage Resource Center and satellite resource centers to serve public and private schools and the community.

Activities:

1. Following Resource Centers were established in 1979-80 as a part of the Ethnic Studies Program:

   ETHNIC HERITAGE RESOURCE CENTER
   Bristol Public Library

   Satellite Resource Centers

Bristol Central High School	Edgewood School
Bristol Eastern High School	Hubbell School
St.Paul's Catholic High School	Mountain View
Bristol A-y Center	Southside School
	Westwoods School
	St.Ann's School
	St. Stanislaus School

2. A listing of all materials housed in each of these Resource Centers will be made available in September, 1980 to all public and non-public Schools through a resource handbook entitled, "Community/Educational Directory 1980."

Objective 3:2

To have 5% of grade 7-12 students in the school district undertake an ethnic heritage exploration through interviewing persons representing various nationality backgrounds in the community.

Activities:

1. The Canadian/Franco American Studies Workshop series (2/13/80) included a session on oral history. They extended an invitation to our program to participate in this workshop session.

2. In grades 7-12, interested teachers were encouraged to participate in the above and to identify students for participation.

3. A total of less than 5% of grade 7-12 students participated in this activity. However, some excellent work was done by those students who did participate. Ultimately these tapes will be housed at the Bristol Public Library.

Objective 3:3

To have each student participating in objective 3:2 become an in-class resource through peer teaching of the recorded cultural heritage of the community. This assistance shall be provided in at least one or more subject areas.

Activities:

1. Students participating in this activity have become part of a network of resources available at their respective high schools. These students can be contacted through Language and Social Studies Department Heads.

Objective 3:4

To develop an ethnic tutor/translator corps which will consist of senior level high school students and interested community members who have bilingual abilities to serve as tutors/translators for non-English speaking immigrant children and adults.

Activities:

1. Teachers were encouraged to identify potential students for this corp. Community members expressing an interest in this area were also identified and will be placed in the "Community/Educational Directory 1980."

2. Thirty (30) Tutor/Translators at Bristol Central High School have been assembled to serve a tutor/translator program for non-English speaking immigrant children and adults in the following areas: French, Spanish, Italian, and German. These resources will also be included in the "Community/Educational Directory 1980".

Objective 3:5

To develop and implement a Bristol Ethnic Heritage Celebration Festival which will involve both school personnel and community representatives in the planning and fulfillment of all related activities.

Activities:

1. The Bristol Ethnic Heritage Celebration was successfully completed at the Bristol Center Mall on May 16 & 17, 1980. Section III of this evaluation report deals with the Festival in its entirety.

2. The Project Manager personally interviewed approximately 103 festival visitors asking each if:

   a) Do you think the Ethnic Festival should be an annual affair?

      YES (103/103) 100%
      NO 0%

   b) What did you like MOST about the Festival?

      Educational value (39%)
      Arts and Crafts (27%)
      The Food (15%)
      The Entertainment (14%)
      The Costumes (5%)

   c) What did you like LEAST about the Festival?

      Not one negative response was recorded.

4. Would you be willing to serve on the Festival Committee in the future?

   Twelve (12) festival visitors left their name, address and telephone number with the Project Manager and were willing to be contacted for festival participation in 1980-81.

Goal Four:

To assess the Ethnic Heritage Studies within existing curricula in order to increase such offerings.

Objective 4:1

To assess the existing K-12 curriculum offerings to determine the extent of ethnic heritage studies presently being conducted in the district.

Objective 4:2

To develop ethnic heritage study activities which can be incorporated (e.g. infused) into existing curricula, K-12.

Objective 4:3

To make the results of objectives 4:1 and 4:2 available to all district curriculum coordinators in order to facilitate the incorporation of these activities into the curricula in an on-going process.

Activities:

1. Ongoing review of present K-12 Ethnic Studies offerings in Curriculum suggests the following resource/activity guides be made available to participating public and non-public schools in 1980-81.

"Using Estonian/American Based Culture Models for Multi-cultural Studies"
Enn O. Koiva, General Editor
RFD #1
Andover, CT 06232

"Folk Toys Around the World and How to Make Them"
Joan Joseph
illustrated by Mel Furukawa
Parents' Magazine Press

"Latin American Culture Studies" ...
information and materials for teaching about Latin America....
Edward Glab, Jr., Editor
Institute of Latin American Studies
University of Texas at Austin
1977

"Multicultural Resources for Children" ...
a bibliography of materials for preschool through elementary school in the areas of Black, Spanish-speaking, Asian American, Native American, and Pacific Island Cultures"
Margaret S. Nichols
Peggy O'Neill
Multicultural Resources
Box 2945
Sanford, CA 94305
1977

"African Studies Handbook for Teachers"...
second edition, 1971
University of Massachusetts/
Worcester Teacher Corps.

"In Praise of Diversity: Multicultural Classroom Applications"
Gloria Grant, Editor
Center for Urban Education
The University of Nebraska at Omaha
3805 North 16th Street
Omaha, Nebraska 68110

In 1980-81, the above publications will be made available to each of the public and non-public Schools in Bristol as a way of "infusing" ethnic activities into the existing curriculum."

2. A "Classroom-To-Classroom Pen Pal Program" (Unit) has also been prepared for the Bristol Ethnic Studies Program and will be made available to interested parties through the Office of Federal and State Programs.

In 1979-80 the Bristol Ethnic Studies Program had a positive effect on the population it served. All program objectives were addressed and school/community involvement were outstanding features of the program.

Although the program was funded for only one (1) fiscal year it does strongly appear that because of the dedication and commitment of a large portion of school/community people, the Bristol Ethnic Studies Program will be in existence for an extended period of time.

III. REPLICATION OF THE BRISTOL ETHNIC HERITAGE FESTIVAL

PURPOSES

The purposes of the festival, as described in the original proposal, integrated naturally with the 1979-80 Ethnic Heritage Study Program. Schools, churches, businesses, and civic groups combined interests to create a festive atmosphere of learning and cooperation. The purposes were:

1. Education

   To learn about the variety of contributions made by Bristol's ethnic groups;

2. Participation

   To bring together numerous cultures in a project which focuses upon cooperation and understanding; and

3. Continuation

   To provide the foundation for an annual observance of Bristol's ethnic heritage.

More than 3,000 festival visitors shared the cultural offerings of 25 groups and associations representing a dozen nationalities. The planning group averaged 15 members whose individual efforts were multiplied at least six times by others who cooked, danced, sang, decorated, painted, or otherwise participated in the festival. In short, this first observance fulfilled its purposes well.

SUGGESTIONS

1. Promote the cultural focus and continue to avoid commercialism.

2. Promote cooperation and avoid forms of competition.

3. Develop a central theme for the festival.

4. Design an effective multi-cultural logo.

5. Encourage more ethnic groups, businesses, and civic groups to participate in ways noted in this report

6. Prepare a float or other appropriate participation in the annual Mum Festival Parade.

PLANNING

The committee met at least once a month from 7:15-9:00 P.M. at the Board of Education meeting room or elsewhere, if an on-site visit was feasible. Initially, the meetings were held between those scheduled by the larger project advisory council. Both groups eventually met together as the May 16 and 17 festival dates drew nearer.

Organization: The festival director coordinated the meetings and offered suggestions for approval by the membership, headed by the Chairman of the townwide advisory council. Agenda items reflected immediate interests of the group and left time for group discussions and decisions. Members brought guests or new members to meetings throughout the eight months of planning. Minutes of the meetings were kept informally by the participants. Examples of a call to the meeting, agenda, and informal notes are included as Appendices A, B, and C.

Duties: Actually, the members coordinated the festival activities in more ways than listed in an earlier general notice to participants (See App. D). They provided hours of liaison with the groups they represented (See App.E), arranged for set-up and clean-up of all festival exhibits, and helped in numerous other activities.

Timeline: Planning did follow this general schedule, with the bulk of activity occurring between March and May:

January: Confirm participant groups (names and numbers).
Begin general publicity.

February: Meet with group representatives.
Continue general publicity.
Assess equipment and material needs.
Handle permissions and town approvals.

March: Confirm site requirements.
Prepare preliminary schedule of events.
Specify equipment and material needs.

April: Release mayor's declaration and committee ceremony.
Confirm Schedule of Events.
Launch full-scale publicity plan.

May: Verify all arrangements (by the first week)
Check all contingency plans for "no shows", etc.
Confirm all leadership assignments.

June: Hold follow-up meeting to review festival.
Set initial plans for next festival.

SUGGESTIONS

1. Designate a festival director and appoint or accept volunteers to chair subcommittees noted in the agendas.

2. Locate meeting places after the first organization meeting called by the Board of Education. Consider holding early meetings at various sites to give planners a flavor of other represented groups.

3. Develop a publicity campaign to involve more groups.

4. Consider assessing each participant group a nominal fee ($10 discussed per 6/14/80 meeting) for start-up costs to operate the festival. Approach civic groups and businesses.

5. Consider how to handle "profits" from the festival as one way to sustain itself.

OPERATIONS

Establishing leaders for subcommittees will help to reduce problems in seeing to the technical details of operating the festival. A Site Committee could meet with representatives from the Centre Mall to discuss security, fire protection, insurance, clean-up, and other items related to use of the building. Some of these tasks are noted in Appendix F, the April 14, 1980, Program Manager's Report. Committees for publicity, school liaison, business liaison, etc. could also be formed, as needed. A site plan is included as Appendix G.

SUGGESTIONS

1. Provide for more than 100 chairs at the festival, especially for the elderly who may want to sit for longer periods.

2. Borrow or rent a better public address system. Requirements for most participating groups could not be met with the current system. At least two microphones and two larger speakers are needed.

3. Schedule set-up and clean-up periods clearly so participants can plan accordingly.

FESTIVAL SCHEDULING

Placement of stationary exhibits was less demanding than scheduling the musical or dancing groups. Appendix H lists all the participant groups for the first festival.

SUGGESTIONS

1. Try not to have groups or invididuals overlap any time period. The key is not to compete for attention.

2. Understand that most festival groups participated best in half-hour blocks, especially children.

3. Do not interfere with the continuity of a major musical participant (like a band, choir, or dance group) unless they ask for a break. Be clear about this from the start.

4. Schedule some films or slide shows at schools even before the festival to insure a larger audience. Perhaps a showing before PTA or civic groups would help a "smaller" festival participant who may be discouraged by an undersized audience while other festival activities are scheduled.

5. Prepare large posters with the names of the performing groups for the audience to see. This could be a project for the group itself.

6. Encourage performing groups to have festival visitors join in the singing or dancing. Sing-a-longs and group dances are ideal.

7. Print festival schedules or other appropriate programs for the visitors. This may take the form of an ad book which could help pay for the festival. The program also makes an excellent souvenir.

PUBLICITY

Examples of festival publicity are included in the dissemination scrapbook prepared by the Project Manager. The Bristol Press, Hartford Courant, and Radio Station WBIS helped promote the festival.

SUGGESTIONS

1. Mount a unified publicity campaign which includes businesses in the city. They may want to highlight a particular group or cultural event as part of the total campaign. Try to include all cultural groups, even if they are not participating.

2. Have more newspaper pictures during the first months of planning.

3. Appear on radio again, and schedule visits to area morning television programs (TV 8) or publicize the project's second year on CPTV and Cable TV.

4. Use civic clubs or church bulletins again to spark interest and publicity. Offer speakers to any group. Ask for money or volunteers.

5. Continue to collect photos from the festival. They will provide excellent publicity shots for future festivals.

NEXT STEPS

The Board of Education will sponsor the first meeting sometime during November, 1980. Planning for any expansion will mean as much work as planning for the first year because new participants must be oriented carefully into the festival process. This takes time if it is to be done effectively. This report and the related materials should provide a starting point for the next festival.

PARTICIPANTS

It was hoped that the second festival will attract representatives from the German, Swedish, and Hispanic groups. Greek and Irish dancers were mentioned and so were the Sweet Adelines and the Barber Shop singing groups.

SUGGESTED ACTIVITIES
(Also See App. I)

1. Decorate store fronts at the Centre Mall.

2. Offer "Wines of the World" (a tasting project) as a fund-raiser in cooperation with Harvest Hill Package Store.

3. Schedule ethnic dinners on a monthly basis around the city to highlight the festival from January to April.

4. Ask McDonald's to donate their orange drink mix and dispenser to offer free drinks to festival participants or to raise funds.

5. Schedule children's games from native lands at the festival.

6. Plan a citywide multi-cultural dress-up day or participate in costume at the Mum Festival.

7. Continue to involve the schools and the Office of the Mayor.

IV. PROGRAM OUTCOMES

The major program outcomes of the 1979-80 Bristol Ethnic Studies Program included the following:

1. Increased awareness on the part of school/community groups as to their own cultural heritage and the contributions made to the nation by other ethnic groups.

2. Over 3,000 festival visitors shared the cultural offerings of 25 groups and associations, representing approximately 12 nationalities at the Ethnic Festival Celebration held on May 16 and 17, 1980.

3. Ethnic activities infused into the existing school curriculum by approximately 150 staff members in 10 public and/or non-public schools.

4. The successful linkage of the Bristol Public Library with 10 Satellite resource centers in the City of Bristol.

5. The highly dedicated and active Bristol Ethnic Studies Program Advisory Council giving direction to Ethnic activities throughout the project duration and strengthening the ties between the school and community.

6. The involvement of [illegible]% of the known civic groups in Bristol in one or [illegible] activities directly related to the Ethnic St[illegible] Program.

7. The development of [illegible]h educational and community ethnic groups as working resources in the City of Bristol.

8. The development of an Ethnic/Tutor Translation Corp as a working resource at the senior high school level.

9. The Mayor proclaiming the week of May 11-17, 1980 as Ethnic Studies week in the City of Bristol.

10. The positive responses and cooperative spirit of the schools/community groups who actively participated in the Ethnic Studies program.

APPENDIX A

To: Ethnic Heritage Study Advisory Council

From: Joseph F. DePaolo, Project Manager

Re: March 10, 1980 Advisory Council Meeting

Our next regularly scheduled meeting will be held at the Bristol Public Library.

Date: Monday, March 10, 1980

Time: 7:15 P.M.

Place: Bristol Public Library (Auditorium)
5 High Street
Bristol, Connecticut

Agenda

7:15 - 7:30 Project Manager's Report

7:30 - 8:00 Film on Ethnic Heritage

8:00 - 8:30 Ms. Francine Petosa

"THE ETHNIC STUDIES RESOURCE CENTER AT BRISTOL PUBLIC LIBRARY"

APPENDIX B

BRISTOL ETHNIC HERITAGE FESTIVAL

Subcommittee Meeting Agenda
January 7, 1980

1. Review findings of potential interests.
2. Share new activity ideas.
3. Discuss "center stage" locations.
4. Define committee member responsibilities:
   - A. Publicity
   - B. Facilities
   - C. Equipment and materials
   - D. Scrapbook
   - E. Others (as needed)
5. Establish general timeline
6. Items considered "for the good of the festival."
7. Set next meeting.

APPENDIX C

BRISTOL ETHNIC HERITAGE FESTIVAL
Target dates: May 16, 17, and 18, 1980

Subcommittee findings:

1. Stanley Brzezicki - St. Stanislaus Church Ladies Guild can offer food or some other ethnic demonstration. The church choir volunteered to sing.

   Left to report:
   - Polish-American Club (polka dancers or lessons)
   - St. Stanislaus Men's Club
   - PLAV and CYO
   - Polish crafts or folklore display

2. Michael Cavalieri - Knights of Columbus and the Unico Club will help but need ideas about how they can participate. The sisters at St. Anthony's report the school children can sing.

   Left to report:
   - Italian-American Club.

3. Therese Lachance - St. Ann's Church School children will sing or could benefit from a film series about French-Canadian influence in Bristol. The choir can sing French selections. The Jean de Baptiste Society can sponsor a filmstrip series for grades one, two, and three.

   If the armory is available, groups have volunteered to exhibit paintings, crafts, food, and other French articles. Native costumes, singers, fiddlers, and dancers also can be arranged.

4. William McCooey -

   Left to report:
   - Interservice Club Council
   - St. Joseph's Church
   - American Irish Society
   - Kiwanis Club
   - Dr. Mack at the synagogue

5. Adrienne Snair-Cantor - The Minority Action Group is interested in participating as are the Cub Scouts and the Forestville Boys Club, David Thayer, leader.

   Left to report:
   - St. Matthew's Church
   - Greek Community Representatives
   - United Synagogue Youth

APPENDIX C (Continued)

6. Jack Winters - Bristol Historical Society can prepare news articles in the Bristol Press "Impressions" column. German groups were difficult to locate, but churches should be more accessible.

Left to report: Exchange Club
Honorable Mayor

APPENDIX D

Bristol Ethnic Heritage Festival
May 15 & 17, 1980
Bristol Centre Mall

General Notice to Participants

Purposes

1. Education - to learn about the variety of contributions made by Bristol's ethnic groups.

2. Participation - to bring together numerous cultures in a project which focuses upon cooperation and understanding.

3. Continuation - to provide the foundation for an annual observance of Bristol's ethnic heritage.

Suggestions to participants

1. Decorate display tables with appropriate coverings and trim.
2. Prepare colorful signs noting the group's name.
3. Identify all items by name, ingredient, geographic origin, etc.
4. Schedule an informed representative who can answer questions at the display.
5. Identify all donors of materials or financial support.
6. Arrange for representatives to wear colorful costumes, if possible.
7. Offer recipes, business addresses, historical notes, etc.
8. Prepare food samples or materials and charge to recover expenses.

Responsibilities

The FESTIVAL COMMITTEE will provide:

1. Location and general festival coordination
2. Publicity and communications
3. Public address system (may not be adequate for certain groups)
4. Security arrangements and some storage
5. General housekeeping
6. Electrical outlets

APPENDIX D (Continued)

The PARTICIPANTS will provide:

1. Display tables, chairs, and stands
2. Electrical extension cords and three-prong outlet adapters
3. Specialized musical or microphone equipment
4. Record players, projectors, tape recorders, etc.
5. Clean-up for immediate area in use

APPENDIX E

Bristol Ethnic Heritage Festival
Subcommittee Agenda, April 14, 1980

1. Project manager's report.

2. Festival Committee meeting
   A. General notice to participants
   B. List of participating groups and individuals
   C. Information questions (See list below)
   D. Scheduling of participants
   E. Publicity planning

3. New Business

Questions to ask group representatives:
*to be asked primarily of groups of singers, dancers, musicians, etc.

1. Official name of the participating group.

2. Group leader (name, title, address, phone number).

3. Number in the group (broken down into singers, dancers, musicians, etc.)

4. Selection(s) to be performed (include time for each selection)

5. Total time for entire performance.

6. Space and/or storage requirements.

7. Set-up time (How long will it take to get ready at the site?)

8. Breakdown time (How long will it take to put everything away?)

9. Equipment to be brought in for performance.

10. Special considerations (for example: certain hours only, large group, etc.)

APPENDIX F

BRISTOL ETHNIC HERITAGE STUDY PROGRAM
Program Manager's Report
April 14, 1980

This report reflects activities engaged in by the Project Manager in preparation for the Ethnic Heritage Celebration:

1. 3/13/80 Met with Centre Mall representatives and discussed the following:

   A. Security (Police coverage for May 16 & 17 was taken care of on 3/20/80)

   B. Fire (Told by Centre Mall representatives no need to contact Bristol Fire Department).

   C. Insurance (a "rider" is being attached to the Bristol Board of Education's existing liability policy. Confirmed in memo from Mr. Nolan to Mr. Smith 3/27/80).

   D. Clean-up (heavy trash, etc. our responsibility)

   E. Publicity (Centre Mall will help through their advertising media).

   F. Facilities (lavatory facilities will be made available to people working at the festival and not to the general public - A vacant store will be made available to show movies)

   G. P.A. System (Available).

   H. Extension Cords (Absolutely forbidden on floors; need adapters re three pronged connectors).

   I. Tables (Three (3) available)

   J. Chairs (none available)

2. WBIS has forwarded a letter (3/27/80) to R. Nolan regarding the following:

   --Four hours of live broadcasting on Friday, May 16 at the Centre Mall.

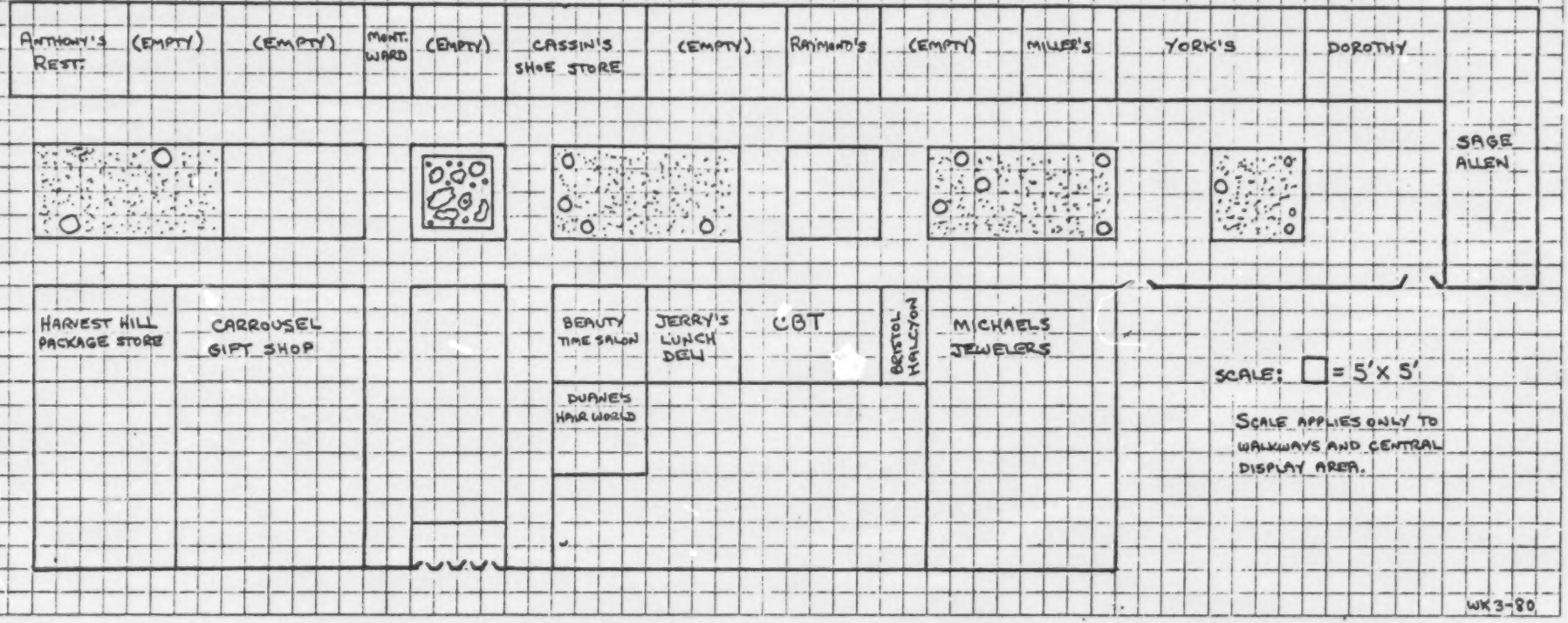
   --Live interviews.

APPENDIX G

BRISTOL ETHNIC HERITAGE FESTIVAL

AT THE

BRISTOL CENTRE MALL



BRISTOL ETHNIC HERITAGE FESTIVAL - LIST OF PARTICIPANTS

OPENING CEREMONY 7 P.M. FRIDAY

Committee Member & Phone	Group Name	Display or Activity	Fri.	Sat.
Stanley Brzezicki 583-4885	Ann Stanko's Polka Group	Dance Demonstration	7:30-8	5:30-6
	Combined Bristol Travel Agencies; Globe, Nesci & Treadway	Films and Travelogues	X	X
	St. Stanislaus School Children	Folk Dancing & Singing		3:30-4
Michael Cavalieri 584-0017	St.Stanislaus Church Group	Slavic Arts & Crafts	12-8	10-8
	(Post No.2) Capt. Edmund P. Zbikowski	Kielbasa, Sauerkraut	12-8	10-8
	St.Anthony Church Folk Singers	Musical Selections		2-2:30
	Asbury United Methodist Church	Slides (Asian Family)	7:30	
Mike Mercieri 582-0156	Hugo's Ethnic Orchestra AFM, Local 432	Musical Selections	7-9	
Isabella Tolas 583-5355	St.Anthony/Holy Rosary Society	Italian Foods, Cultural Displays		10-8
Winfield Johnston 589-7301	Beulah A.M.E. Zion Church (Men's Chorus & Youth Choir	Musical Selections		4:30-5
	Minority Action Group	Poetry, Food, Dramatizations		7-7:30
Wm. McCooey Hank Gaughan 582-5114	Irish American Society of Bristol	Displays, Costumes	6-9	10-9
Jack Winters 589-2191	Class Members: History of Bristol in Connecticut, Central High School	Slide Show: Ethnic History of Bristol	6-9	2-6
Adrienne Snair-Cantor 582-6148	Beth Israel Synagogue	Window Display		
Joseph DePaolo 628-0260	Strings 'n Things	Puppet Show	4-4:30	
Theresa LaChance 582-7912	Les Quebecois (The Quebec Dancers)	French Canadian Dancing		8-10PM

APPENDIX H

Committee Member & Phone	Group Name	Display or Activity	Fri.	Sat.
Bob LaVoie 582-8874	Ct.Bristol Old Time Fiddlers	Folk Music		8-10PM
	St.Ann's Church French Vocalists	Musical Selections		8-10PM
	St. Ann's Church Members	Foods, crafts, films	12-8	10-8
Florence Kozikowski 582-4569	(OSIA) Women's Order No. 1826 Order of Sons of Italy in America	Italian Foods		10-8
Slava Wasyluk 582-1098	St. Cyril & Methodius Orthodox Church	6 Russian Folk Dancers		5-5:30
Eleanor Wilson 582-4792	Altrusa Club	Language Bank		10-8
Darlene Testa 584-2782	Altrusa Club	Mid-East Dancing	8PM	
Betsy Yalanis 589-7946		Greek Pastry	12-9	10-9

APPENDIX I

BRISTOL ETHNIC HERITAGE FESTIVAL (Ideas for Participation)

Civic Clubs or Fraternal Groups:

1. Supply ethnic flags or design town heritage banner.
2. Organize appropriate children's activities (townwide games, picnic, etc.)
3. Fund participation by elderly, handicapped, and retarded.
4. Design Bristol heritage map to be placed in library.
5. Provide signs at appropriate heritage sites in town.
6. Coordinate "Ethnic Heritage" recording or audio tape for library or school use.
7. Develop slide show for town use (slides describe Bristol ethnic heritage, etc.)
8. Manage ethnic day on local radio station.
9. Fund special events or appropriate speakers.
10. Donate appropriate texts and materials to schools or public library.
11. Schedule year-long travel show series (perhaps through Inter-club Council)
12. Support citizenship or voter registration campaign.
13. Help meet identified ethnic group needs.

Churches and Related Societies:

1. Organize ecumenical service with ethnic songs and costumes.
2. Assemble an Inter-church choir.
3. Schedule visits by one church representative to another church to explain some aspect of ethnic history and the role of that church in Bristol.

School Groups:

1. Hall and classroom decorations.
2. Ethnic scrapbooks.
3. Research projects.

PART SIX

Resource Handbook

for

Community-Based Ethnic Heritage Studies Program

BRISTOL PUBLIC SCHOOLS
BRISTOL, CONNECTICUT

Resource Handbook

Community/Educational Directory 1980

BRISTOL ETHNIC STUDIES

TABLE OF CONTENTS

Basic Information

Bristol Public Library

Bristol Central High School

Bristol Eastern High School

Edgewood School

Ellen P. Hubbell School

Mountain View School

St. Ann School

St. Paul Catholic High School

St. Stanislaus School

Southside School

West Woods School

Office of Federal & State Programs

Audi-Visual Center

Additional Resources

The Peoples of Connecticut Series

Area Folk Dance Groups

Language Bank

TABLE OF CONTENTS

BASIC INFORMATION

Through the efforts of the Bristol Ethnic Studies Program (1979-80) Resource Centers, housing Ethnic Materials/ resources have been established throughout the City of Bristol.

These materials/resources in the centers are available for use by staff members, students and the general public.

This Resource Handbook includes a compilation of the materials/resources available and the contact person at each of the Centers. These materials/resources are available to interested parties upon request.

BRISTOL PUBLIC LIBRARY

CONTACT: Ms. Francine Petosa
Reference Librarian
584-7787
584-7788

MATERIALS AVAILABLE

BOOKS

Translation & Translators; an International Directory and Guide
Tales from the North American Indians
Norway to America: A History of the Migration
Of Danish Ways
Of Irish Ways
Of Norwegian Ways
Of Scottish Ways
Of Swedish Ways
From Many Lands
Swedish Exodus
French in America
Jews in America
American Immigration
Poles in America
Russians in America
Italians in America
Greeks in America
Puerto Ricans in America
Flight to America: The Social Background of 300,000 Danish Emigrants
Nikkolina
Multi-Ethnic Literature: An Annotated Bibli graphy on European Ethnic Group Life in America
Multi-Ethnic Curriculum Units Primary, Intermediate, and Secondary Levels.
Many Peoples - Shared Dreams: A Curriculum Guide for Multi-Ethnic Studies
Understanding You and Them: Tips for Teaching about Ethnicity
Multicultural Education & Ethnic Studies in the U.S., An Analysis & Annotated Bibliography of Selected Eric Documents.
Guide to An Analysis of Curriculum Materials for Ethnic Heritage Programs.
Multi-Ethnic Curriculum in the Schools.

BRISTOL PUBLIC LIBRARY
1

BOOKS (Continued)

Curriculum Guidelines for Multiethnic Education: Position Statement
Guide for Multicultural Education: Content & Context
Multicultural Education: The Interdisciplinary Approach
Bibliography of Ethnic Heritage Studies Program Materials
Prejudice and Ethonocentrism; a Curriculum & Resource Manual for Elementary School Teachers.
Inter-Ethnic Music Rhythm--the Pulse of Humanity.
Teaching About Multi-Ethnic Education in the Elementary School: A Pluralistic Approach
Guide & Bibliography for Integrating Polish Studies into the Public School Curriculum
Ethnic Discovery: A Project of the Boston Children's Museum.
The Irish: In Their Homeland, In America, In Connecticut
The Jews: Their Origins, In America, In Connecticut
The Puerto Ricans: On the Island, On the Mainland, In Connecticut
Scots and Scotch Irish in Connecticut: A History
Ethnic Studies Handbook for School Librarians.
Ethnic Atlas of Connecticut
Longtime Californ'
Bitter Strength
Chinatown, U.S.A.
Hatchet Men
Double Ten
Three Times I Bow
Chinatown, U.S.A.
Why Can't They Be Like Us?
Ethnic Enterprise in America
The Ethnic Factor
Ethnic Leadership In America
The Hyphenated Family
German-Americans
Their True Faith and Allegiance
Irish-American Nationalism, 1970-1890
Irish Emigration to the United States

BRISTOL PUBLIC LIBRARY 2

BOOKS (Continued)

It's The Irish
Golden Clan
That Most Distressful Nation
Boston's Immigrants
Lament For The Molly Maguires
Irish Contribution to America's Independence
George Washington's Associations with The Irish
To The Golden Door
American Irish
Irish in America
Coming Of The Green
Irish in America
Real Lace: America's Irish Rich
Who's Who Among Americans of Italian Descent in Connecticut
Half Bitter, Half Sweet
Rosa
Blood of My Blood
Italians in America
Gianna
Italian-Americans
Americans By Choice
Italian Americans
Children of Columbus
Documentary History Of The Italian Americans
America's Concentration Camps
Nisei: The Quiet Americans
Thirty-Five Years In The Frying Pan
Barriers
Jewish in America
Our Crowd
Some of My Best Friends...
Our Southern Landsman
Travels Through Jewish America
American Jew
Future of the American Jew
Rabbi In America
Poor Cousins
So Laugh a Little
Time That Was Then

BRISTOL PUBLIC LIBRARY 3

BOOKS (Continued)

Jews, Justice and Judaism
Documentary History of the Jews In The United States
Hartford Jews, 1659-1970
American Jews
Giants of Justice
My Rabbi Doesn't Make House Calls
Tribes of America
Long Live Columbus
Nobody Calls At This Hour Just to Say Hello
Jews In America, 1621-1970
Rebels & Reformers
Eminent American Jews
New Lives
Maxwell Street
While Messiah Tarried
Defending My Enemy
We Are One
The Grandees
Land That I Show You
My Name is Million
Polish In America
The Proud Peoples
Scandinavians In America
Ethnic American Short Stories
Ethnic America

FILMS, FILMSTRIPS

Teach Me To Dance
Stories of Latin America

BRISTOL PUBLIC LIBRARY
4

BRISTOL CENTRAL HIGH SCHOOL

CONTACT: Ms. Georgine Cawley, Librarian
Mr. Robert Lewandoski, Chairman Social Studies Dept.
Mr. H. Jack Winters, Social Studies Dept.
584-7735

MATERIALS AVAILABLE

BOOKS

The American Irish
The Mexican-American People
Living History 1925-1950
Annotated Teacher's Edition (Living History 1925-1950)
Duplicator Masters Set (Living History 1925-1950)
Teaching Strategies for Ethnic Studies
Nouvelle Angleterre-New England
The Franco-Americans of New England
The Land That I Show You
Celebrations
Manual for Multi-Cultural and Ethnic Studies
Journey in Tears: Memory of a Girlhood in China
Soong Sisters
Chinese Cooking the Easy Way: Using Food Processors
Complete Italian Cook Book
Cooking and Baking the Greek Way
Flavor of France: In Recipes and Pictures
Finding Your Roots: How Every American Can Trace His Ancestors at Home and Abroad
Preserving Your Past: A Painless Guide to Writing Your Autobiography & Family History
Budda Way
America's Fascinating Indian Heritage (Reader's Digest)
Been in The Storm So Long: The Aftermath of Slavery
Fusang: The Chinese Who Built America
Palante! Young Lords Party
Taking Root: Jewish Immigrants in America
Cassell's Concise Spanish-English/English Spanish Dictionary
Cassell's French Dictionary: French-English/English-French
Cassell's Latin Dictionary: Latin-English/English-Latin.

BRISTOL CENTRAL HIGH SCHOOL 1

BOOKS (Continued)

Smith: Flags through the ages Across the World
French Cooking
German Cooking
Greek Cooking
Hungarian Cooking
Irish Cooking
Japanese Cooking
Jewish Cooking
Mexican Cooking
Regional Chinese
Scandinavian Cooking
Southern Cooking
Spanish Cooking
Tracing Your Roots
Spain Today
Israel
Egypt
Atlanta
Australia
Austria
British Isles
California
Canada
Caribbean
Chicago
China
Colonial Virginia
Colorado and the Rockies
England
Florida
France
Germany
Grand Canyon, Arizona and New Mexico
Greece
Hawaii
Holland
Holy Land
Hong Kong, Singapore, Bali
Ireland
Italy
Japan
London

BRISTOL CENTRAL HIGH SCHOOL
2

BOOKS (Continued)

Los Angeles
Mexico
New Orleans
New York
Old South
Ontario
Paris
San Francisco
Scandinavia
Scotland
Switzerland
Spain
Texas
United States of America
Washington, D.C.
Ireland
Ireland: A Terrible Beauty
Understanding the Scots
England

TAPES

Soiree Canadienne-D'Automne
Soiree Canadienne-Mont St. Charles (samedi)
Soiree Canadienne-Mont St. Charles (dimanche)
Voici Monique
Soiree Canadienne du Bon Vieux Temps
Noel Chez Monique
En Spectacle Aux Etats Unis
Soiree Canadienne-Retour au Bon Vieux Temps
Soiree Canadienne - 75 ans de Bons Chants I
Soiree Canadienne - 75 ans de Bons Chants II
Un Rire N'attend pas L'autre
Revue de la Bonne Chanson
His Praises I Sing

KITS

Searching for Your Own Roots

GAMES

Immigration Games

EQUIPMENT

Bell & Howell Cassette Tape Recorders

BRISTOL EASTERN HIGH SCHOOL

CONTACT: Mr. Charles Baer, Librarian

MATERIALS AVAILABLE

BOOKS

Ethnic Groups in American Life
Countries of The World and Their Leaders
Lerner Ethnic Studies Library (23 Volumes)
Heritage Books
The Japanese American Story
Series: Minorities in American History (3 Titles)
Asians in The West
Stelmark Family Recollection
Uprooted
Famous Mexican-Americans
Strangers in Their Own Land: A History of Mexicans-Americans
Viva La Raza! The Struggle of the Mexican-American People
Ethnic Studies: The Peoples of America
Australia
Belgium & Luxembourg
Brazil
Canada
China
The Common Market
Egypt
France
Great Britain
Greece
India
Israel
Italy
Japan
Mexico
The Netherlands
Nigeria
Soviet Union
Spain
Turkey
United States of America
West Germany

FILMSTRIPS

Social Organization
Man: A Cross Cultural Approach
People and Culture: Part I People; Part II Culture
Basic Needs: Part I Food; Part II Clothing
Ethnic Studies: The Peoples of America

CASSETTES

Ethnic Studies: The Peoples of America
Social Organization
Man: A Cross Cultural Approach
People and Culture: Part I People; Part II Culture
Basic Needs: Part I Food; Part II Clothing

EDGEWOOD SCHOOL
1

MATERIALS AVAILABLE

BOOKS

Who's in Rabbits House
First Two Lives of Lukas Kash
Fiesta
Castle Book
In the Land of Small Dragon
Nunga and the Hippopotamus
Walt Disney's Stories of Other Lands
Cassells Concise Spanish English
Week in Josephs World Zaire
Two Greedy Bears
Week in Samils World Turkey
Indian Warriors and Their Weapons
Week in Windleys World Hawaii
Yagua Days
Week in Henrys World El Barri
My Mother Sends Her Wisdom
Grandparents Around the World
Week in Bicos World Brazil
My Mother is Most Beautiful
Words in My World I Can Look it Up Book
I Tut the Boy Who Became Pharaoh
Week in Daisukes World Japan
World Is Round
Clear and Simple Thesaurus Dictionary
Week in Lateeps World India

FILMSTRIPS

American Families
Children Around the World
Puerto Rico Regional Study I
Multi-cultural Living Experiences
Our Heritage of American Patriotic Songs

CASETTES AND RECORDS

American Families (C)
Folk Dance Funfest Record (L.P.)
Puerto Rico Regional Study I (C)
Multi-cultural Living Experiences (C)
Our Heritage of American Patriotic Songs (C)

EQUIPMENT

Projector, 150 Watt

ELLEN P. HUBBELL SCHOOL

CONTACT: Mr. Thomas S. Gibilisco, Principal
584-7842

MATERIALS AVAILABLE

BOOKS

Teaching about Multi Ethnic Education
Resource Handbook
Christmas Customs Around World
Easter Around World
Holidays - Chinese New Year
Children Around World Study Prints - Asia
Children Around World Study Prints - North America
Boys & Girls of Many Lands
Hanaka and Taro of Japan
The Ukrainians in America
Life of American Indian
Journey Across Russia-Soviet Union Today
Best Loved Fairy Tales-China, India, Arabia

FILMS, FILMSTRIPS

Multi Cultural Living Experiences
Poland
Children Around World
(a) If You Were Born in Italy
(b) If you Were Born in France
Folktales of Ethnic America

CASETTES, RECORDS

Folktales of Ethnic America
Folk Dances From Around The World
Poland

EQUIPMENT

Tape Recorder w/cue & review
Kodak Instamatic X-15F Camera

ELLEN P. HUBBELL SCHOOL
1

MOUNTAIN VIEW SCHOOL

CONTACT: Mr. F. Fred Soliani, Principal
584-7726

MOUNTAIN VIEW SCHOOL
1

MATERIALS AVAILABLE

BOOKS

Anasi the Spider: Tales from Ashanti Village
Aesops fables
World Folktales
Tales from the Arabian Nights
Chronicles of Robin Hood
Green herl: early Adv. of Finn
American Tall Tales
Folk Tales of China

FILMS, FILMSTRIPS

Children Round The World
Our Multi-Ethnic Heritage
The Netherlands
Holidays

CASETTES, RECORDS

Our Multi-Ethnic Heritage
The Netherlands

EQUIPMENT

Tape Recorder w/cue & Review
Kodak Instamatic X-15F Camera

ST. ANN SCHOOL

CONTACT: Sr. Alice Parent, Principal
582-3524

ST. ANN SCHOOL
1

MATERIALS AVAILABLE

BOOKS

Red Earth: Tales of the Micmac Indians
Rock Drawings of the Micmac Indians
The Ross Farm Story
The Village Blacksmith
A Guide to Some Domestic Pioneer Skills
How Acadians Came to Maine
An American Heritage of the St. John Valley
The True Story - Expulsion of the Acadians
Historical Atlas of Canada
Map Reading Canada (Duplicating Book)
American Cooking - Creole and Acadian
The Canadians
Canada
France
The United States of America
Tales From the First Americans

FILMS, FILMSTRIPS

Canada: A Regional Study
France A Regional Study
Map Reading Canada (Transparency

CASETTES, RECORDS

Canada: A Regional Study
France: A Regional Study

EQUIPMENT

Projector, 150 Watt

MAPS

North America
Canadian History Series

ST. ANN SCHOOL
2

ST. PAUL CATHOLIC HIGH SCHOOL

CONTACT: Mr. George Synnott, Dean of Boys
584-0911

MATERIALS AVAILABLE

FILMS, FILMSTRIPS

Introduction to Asian Studies
China: A History
Africa: A History
Latin America: Land and People
The Arab Experience
The Soviet Union Today, It's People and Their Way of Life
Latin America: Modern Problems from Ancient Roots

CASETTES

Introduction to Asian Studies
China: A History
Africa: A History
Latin America: Land and People
The Arab Experience
The Soviet Union Today, It's People and Their Way of Life
Latin America: Modern Problems from Ancient Roots

ST. STANISLAUS SCHOOL

CONTACT: Mrs. Claire Cote, Principal
583-4632

ST. STANISLAUS SCHOOL
1

MATERIALS AVAILABLE

BOOKS

Poland: The Country and Its People
Poland
Wycinanki-Polish Cut Outs
Pisanki: Easter Eggs in Tech.
Treasured Polish Christmas Customs & Traditions
Polish Eagle Poster
Polish - U.S. Flag Set
The Art of Polish Cooking
Treasured Polish Folk Rhymes, Song & Games
Polish Customs, Friends of Polish Art
Magician of Cracow
Tales from Poland
Jackonary Stories from Poland
The Melting Pot Revisited
How to Research your Personal Polish Family History
Poland

FILMS, FILMSTRIPS

The Story of America's People
Puerto Rico: A Regional Study
The Middle East: A Regional Study
The Continent of Africa: Countries of North Africa

SLIDES

Nicolaus Copernicus
This is Poland
Polish Posters

ST. STANISLAUS SCHOOL
2

MAPS

Poland: Folklore

EQUIPMENT

Projector, 150 watt

SOUTHSIDE SCHOOL

CONTACT: Mr. Alfred Lorenzetti, Principal
584-7812

SOUTHSIDE SCHOOL
1

MATERIALS AVAILABLE

BOOKS

They Came to America, Vol. I
They Came to America, Vol. II
From Singing Games to Folk Dancing
(Volumes 1, 2, 3, 4, 5, & 6)
Musical Heritage of America
(Volumes 1, 2 & 3)
Music of Other Lands
American Indian Legends
American Indian Tales
Africa: The Giant Continent

FILMS, FILMSTRIPS

Multi-Cultural Living Experiences
Children of Africa

CASSETTES

Multi-Cultural Living Experiences
Children of Africa

WEST WOODS SCHOOL

CONTACT: Mr. Armand J. Hudon, Principal
Ms. Karen Marshall, Librarian
584-7832

MATERIALS AVAILABLE

BOOKS

Yankee Home Crafts
Pocahontas: Indian Princess
Massasoit: Friend of the Pilgrims
My People: A Dakota Alphabet
Road to Freedom, 1815-1900
Indian Warriors and Their Weapons
In This Proud Land: the Story of a Mexican-American Family
Swedes in America
History of American Immigration
English in America
French in America
East Indians and the Pakistanis in America
Czechs and Slovaks in America
Germans in America
Newcomers: Ten tales of American Immigrants
Black Heroes of the American Revolution
Tear Down the Walls
Seven Black American Scientists
We Rode The Wind: American Indian Tribal Life in the 19th Century
Indian Sign Language
Children Are Children Are Children: An Activity approach to exploring Brazil, France, Iran, Japan, Nigeria, and USSR.
Spin, Span, Spun
Making Homemade Candles and Soap
Golden Book of Colonial Crafts
Heritage Sampler

FILMS, FILMSTRIPS

The Story of America's People
Martin Luther King, Jr:
Ethnic Studies: The Peoples of America

WEST WOODS SCHOOL
1

FILMS, FILMSTRIPS (Continued)

The Lost Sister--Africa
Juan Bobo--Puerto Rico

CASSETTES, RECORDS

The Story of America's People
Martin Luther King, Jr:
Indian Tribes
Italian Americans
Polish Americans
Puerto Ricans
Russian, Ukrainian, Czech, and Slovak Americans
and Greek and Hungarian Americans
Ethnic Studies: The Peoples of America
The Lost Sister--Africa
Juan Bobo-Puerto Rico.

EQUIPMENT

Tape Recorder w/cue & review
Kodak Instamatic X-15F Camera

WEST WOODS SCHOOL
2

OFFICE OF FEDERAL & STATE PROGRAMS

CONTACT: Mr. Richard Nolan
584-7718

MATERIALS AVAILABLE

BOOKS

In Praise of Diversity: Multicultural Classroom Applications

FLAGS

Puerto Rico
United States
Denmark
France
West Germany
Greece
Hungary
Ireland
Italy
Netherlands
Poland
Sweden
Canada
India
Israel
Portugal
United Kingdom
United States

AUDIO-VISUAL CENTER

CONTACT: Mr. Henry Fitzgerald, Director
584-7865

MATERIALS AVAILABLE

FILMS

France, A Nation of Beauty

Our Hispano-American Friends

AUDIO-VISUAL CENTER
1

ADDITIONAL RESOURCES

CONTACT: Individual Resource Center
Indicated

EQUIPMENT AVAILABLE

PROJECTOR

Edgewood School
St. Ann's School
St. Stanislaus School

TAPE RECORDER

Recorder w/cue & review
Hubbell School
Mt. View School
West Woods School

CAMERA

Kodak Instamatic X-15F Camera
Hubbell School
Mt. View School
West Woods School

THE PEOPLES OF CONNECTICUT SERIES

CONTACT: See List of Sources below.

BOOKS

Armenian Studies for Secondary Students
The Irish: In their Homeland, In America, in Connecticut
The Italians: In their Homeland, In America, in Connecticut
The Jews: Their Origins, In America, In Connecticut
The Puerto Ricans: On the Island, On the Mainland, in Connecticut
Scots and Scotch Irish in Connecticut: A History
The Poles: In Their Homeland, In America, In Connecticut.

SOURCES

Available in the following Resource Centers and/or schools:

St. Ann School
St. Anthony School
St. Stanislaus School
Southside School
Edgewood School
West Woods School
Memorial Boulevard School
Jennings School
Hubbell School
Mountain View School
O'Connell School
Bristol Public Library & Forestville Branch
Bristol Central High School
Bristol Eastern High School
St. Paul Catholic High School
Office of Federal and State Programs

AREA FOLK DANCE GROUPS

CONTACT: Individual as shown in list below.

Most Folk Dance Groups enjoy the opportunity of demonstrating their dancing [some are in Costume]. Usually there is no charge other than transportation, mileage, light snack after dancing, etc. They do like proper introductions to their audiences. Some will help with audience participation after the demonstration is complete.

NEW BRITAIN FOLK DANCERS
South Church Fellowship Hall
Arch and Main Street
New Britain, CT
255-0273

SCOTTISH COUNTRY DANCING
St. James Episcopal Church
1018 Farmington Avenue
West Hartford, CT
333-3210
653-7873

AREA FOLK DANCING
21 North Main Street
West Hartford, CT
232-6830
529-2675

COMMUNITY FOLK DANCERS
International Folk Dancing
180 Bloomfield Avenue
Hartford, CT
Karin Gottier
875-3559

INTERNATIONAL FOLK DANCE GROUP
St. James Church
1018 Farmington Avenue
West Hartford, CT
232-6830
529-2675

ISRAELI FOLK DANCERS
New Haven Jewish Community Center

LANGUAGE BANK

CONTACT: See Individual Listings Below.

Contact is to be made directly with volunteer interpreters.

The Altrusa Club of Bristol, in Cooperation with the Ethnic Studies Program, established a "LANGUAGE BANK" of interested people to act as volunteer interpreters.

The Altrusa Literacy Committee responsible for this activity included: Eleanor Wilson (Chairperson), Joan Lagasse, Rita LaRoche, Viola Pirog, Liz Sinnott, Jan Stanke.

Those serving as interpreters in the community include the following:

LANGUAGE	NAME & ADDRESS	PHONE #
FRENCH	Emilienne G. Bouyea 28 Seneca Road, Bristol	583-5323
FRENCH	Robert Maynard Brightwood Road, Bristol	583-0414
FRENCH	Clara Breault 100 Alba Drive, Bristol	583-0223
FRENCH	Joan S. Lagasse 50 Oakridge Road	582-7970
POLISH	Elizabeth Brzezicki 139 Pleasantview Avenue, Bristol	583-4885
POLISH	Stanley A. Barlowski 50 Sixth Street, Bristol	583-7177
POLISH	Mary Kerins 238 Divinity Street, Bristol	589-7951
ITALIAN	Isabella Tolas 149 Meadow Street	583-5355
SPANISH & GERMAN	Ronald J. Quirk 92 Courture Drive, Bristol	582-3878
GERMAN	Glenn Sherman 400 Emmett Street, C-3	584-1842
SWEDISH	Kathe Marnino, 441 Witches Rk	583-7482

LANGUAGE BANK
1

PART SEVEN

Attachments

to

Community-Based Ethnic
Heritage Studies Project

Final Report

Table Two: Project Management Plan

Key: X = start; △ = checkpoint; O = complete

Objectives	1979 Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	1980 Jan	Feb	Mar	Apr	May	June	July	Aug
Proposal Submission + Review	X					△	△	△	△	△	△	△								
						O Reject														
Goal 1																				
Obj. 1:1	X	△	△	△	△	O	△	△	O											
Obj. 1:2	X	△	△	△	△	△	△	△	O	△	△	△	O							
Obj. 1:3							X	△	△	△	△	△	△	△	△	△	△	O		
Goal 2																				
Obj. 2:1								X	△	△	△	O								
Obj. 2:2								X	△	△	△	△	△	△	△	△	△	O		
Goal 3																				
Obj 3:1									X	△	△	O								
Obj. 3:2									X	△	△	△	△	△	△	△	△	O		
Obj. 3:3									X	△	△	△	△	△	△	△	△	O		
Obj. 3:4									X	△	△	△	△	△	△	△	△	O		
Obj. 3:5											X	△	△	△	△	△	O			
Goal 4																				
Obj 4:1										X	△	△	O							
Obj 4:2											X	△	△	△	△	O				
Obj 4:3												X	△	△	△	△	△	O		
Reports	1					2						3							4	

1 = Proposal
2 = Brochures, Pamphlets
3 = Interim Progress Report
4 = Final Report

BEST COPY AVAILABLE

ATTACHMENT A

WORKSHOP TITLE: Oral History--Some Practical "How To's"

WORKSHOP LEADER: Tom Chauvin, Social Studies Department
Bristol Eastern High School
Bristol, CT 06010

Objectives for the Workshop:

1. What is a definition of oral history?
2. How can students be motivated to do oral history projects?
3. What topics are best suited for oral history projects?
4. How can the classroom teacher direct students in oral history projects?
5. How can students be helped in developing proficiency with the skills necessary for an accomplished oral history project: i.e., interview skills, mechanical skills with the tape recorder.
6. Who should be interviewed in an oral history project?
7. What is worth recording as oral history?

OBJECTIVE I: What is the purpose and definition of oral history?

"Oral history is one means we have of correcting the historical bias that favors "great men". Oral history is simply the collection of eye-witness accounts of life stories with the use of a tape recorder. Through oral history interview, the experiences of people whose lives we could not read about in books can be preserved and passed on."*

*Anna Sullivan, Frontiers: A Journal of Women Studies, Volume II, 1977.

OBJECTIVE II: How can students be motivated to do oral history?

1. What interests in oral history do you have? How about doing your own personal interest project as a working model for your students?

2. Survey and brainstorm with the students on topics that coulde be recorded as oral history.

3. Do simple projects to demonstrate the use of oral history.

   Activity: The oral history of my complete name. Students can interview parents for the reason of their name selection. Why their first name was chosen. What is the history and thnic background of their last name.

   Activity: This is intended to be a brief session to show how easy it can be. Students can gain confidence from this exercise to go on to more lengthy oral projects.

OBJECTIVE III: What topics are best suited for oral history projects?

1. For your students, it will depend upon their own interest. Keep in mind you want to record anything that has influenced the lives of the people you are recording. The experience that you are recording can be about an event or place site.

OBJECTIVE IV: How can the classroom teacher direct students in oral history?

SUGGESTED ACTIVITY FOR THE CLASSROOM:

1. Have the students choose an historical event that they wish to learn about by orally collecting the facts of the event from eye-witness accounts.

2. Invite to your classroom individuals who "claim" to know the accounts of the event you wish to learn about.

3. Have students prepare written questions that will be used in the oral interview before your informants arrive.

4. You are now prepared for your first encounter with oral history provided you have your tape recorder!

5. The session will be more "lively" if you choose informants who are eager to tell of their experiences to the event.

6. Just a final note on this activity. Press your students on what they want to accomplish from this taped interview. What exactly are they seeking to historically discover from this session? Before the students make their final selection in the interviews, they should investigate the "credibility" of the informants to the event.

OBJECTIVE V: How can students be helped in developing proficiencey with the skills necessary for an accomplished oral history project: i.e., interview skills and mechanical skills with the tape recorder?

Use of Equipment:

1. Know how to use the equipment before you conduct your actual interview.

2. Practice the actual mechanics of the tape recorder that you plan to use for the interview.

3. Practice how to achieve the highest quality of sound.

4. Much of this necessary preparation can be done by the participating students practicing amongst themselves. Create mini-oral history topic sessions that students could replay for improvement.

Preparing for the Interview:

1. What is my topic? What do I hope to discover about the event, place or building?

2. Do the persons you have selected for the oral interview have the background knowledge you are seeking? Research your interviewee to determine their credibility.

3. Meet informally with your interviewee to discuss what your intentions are and what you hope to accomplish. Tape this session so that the recorder becomes part of the "furniture". This early meeting will be helpful toward the actual interview session.

4. While interviewing and if you come across something else of interest to you, stick with it. It is also important that you follow "leads" and interests of your interviewee, too.

5. Take written notes while taping. This will enable you to recall questions that you wanted to ask further into the session.

6. Practice your interview techniques by just sitting down and talking informally with people with your recorder on. This will improve your actual interviews.

7. Have the interviewee be specific when they make broad generalized statements.

8. Don't accept such statements as oath! Example of generalized statements whould be: "Those were the good old days": "You don't know how tough we hade it".

OBJECTIVE VI: Who should be interviewed in an oral history project?

1. You want to select persons who have verified background experience in your topic. But, how can this be determined?

2. Other people who know of the event(s) might verify that you have chose the "chief" source for your project.

3. Your source might be able to provide physical evidence for this credibility.

4. You want to choose an informant who is most willing and shares interest in your endeavor.

5. A great deal of "footwork" may be required to find your complete list of informants.

OBJECTIVE VII: What is worth recording as oral history?

1. If the topic is about the past and there are living eyewitnesses to the events, and you are keenly interested in the topic, then it is worth recording.

Topics for Oral History:

1. Family histories.

2. Types of occupations that are no longer performed.

3. Folklore, family folklore can be particularly interesting to record.

4. Customs for special holidays. What was once done?

5. Historical events that directly affected family history or of the town you live in.

6. Historical "places" in town.

7. Interview native senior citizens to collect town history.

8. Historic homes or buildings.

9. History of older churches and parishes.

10. History of ethnic sections in town.

11. Old businesses and industries.

What are your suggestions?

Suggestions for
a
CLASSROOM-TO-CLASSROOM PEN PAL PROGRAM

Prepared for
the
Bristol Ethnic Studies Program

by

Patricia M. Anderson
Resource Consultant

June 1980

This mini-unit was prepared under a grant from the US Department of Education. However, the opinions expressed herein do not necessarily reflect the positions of the US Department of Education, and no official endorsement by the US Department of Education should be inferred.

Few experiences can match a classroom-to-classroom pen pal program for promoting cross-cultural education. It's an effective teaching tool with students of all ages and in virtually every subject area. Elementary school children find it a stimulating personal introduction to the wider world. For older students it can broaden cultural horizons and deepen international understanding. The following suggestions can help you organize a successful and enjoyable pen pal project for you and your class.

Setting up the program may take 6-10 weeks. How you approach the task will depend on your personal style and your class's abilities. You can involve the students from the earliest planning stages, but that works best at the secondary level or where the project is to be an optional one. Even then, you may, in the interests of time, prefer to handle this phase alone, presenting the class with a program that's "ready-to-go".

First, set your goals and objectives, decide what you want a pen pal program to do for your students. Should it help them learn about a specific country or people or explore a range of different cultures and systems? Is the goal to strengthen foreign language skills? Do you simply want to promote individual cross-cultural friendships? The answers will help determine the subject content for the correspondence to follow and help "identify" an appropriate pen pal class. Will the program be a self-contained enrichment project, an optional program for selected students or be fully integrated into the curriculum? The latter may require the cooperation and involvement of other staff members - the music, art, PE teachers. If so, you should consult with them now. (Some ideas for integrating appear in Appendix A.)

Consider what you and your class can put into a pen pal exchange. How frequently will you correspond? (Every 3-4 weeks seems a good pace.) What kinds of information and other materials can you send - artwork, magazines, handicrafts, pictures, cassette

tapes? It costs $.31 per half ounce to send an item via air mail: surface rates are far cheaper, but delivery may take 2-3 months. Sketch out a couple of options for a year's exchange and estimate the costs.

If the expenses of an exchange appear to be more than you are willing to bear yourself, explore some alternatives. They may require presenting a budget plan for approval, so be prepared to describe and sell the project to potential backers. Possibilities include, but are not limited to:

1) the students support the project through contributions, soliciting donations and money-raising activities (international baked goods or handicrafts sale...)
2) the school funds the program, through special projects' or Principal's discretionary monies.....
3) the PTA sponsors it.....
4) an internationally-oriented school or civic club could support the program, e.g. a local Alliance Francaise might underwrite an American-French classroom exchange....

When you are satisfied that an exchange is desirable and feasible, find a partner. The sources for pen pals are myriad (see Appendix B for addresses): organizations such as People-to-People Int'l. and the Afro-Asian Center offer a range of classroom-to-classroom program services and supplementary resources. You may be able to get names of counterparts abroad through the Connecticut chapters of Partners of the Americas or the Friendship Force. Check with local AFS clubs or college/university international students' office for leads. Other potentially excellent sources are people who have lived and worked overseas, former Peace Corps volunteers and members of international clubs like Alliance Francaise.

Write your prospective pen pal immediately, introducing yourself and proposing an exchange. Be honest and candid about your expectations of the project, how frequently you want to write, what special subjects you'd like to cover, and what you and your class can offer in return. You may suggest an exchange of textbooks. School calendars vary greatly: be sure to specify dates. Ask for feedback. It isn't necessary to work out every

detail of the exchange, but you and your partner should be in agreement about the basic outline before proceeding further.

If you haven't involved the students before, now is the time to present them with the program and encourage their participation. It is important that every student feel a part of the exchange and be committed to it. If the program is fully integrated into the curriculum, special preparation may not be necessary - the correspondence will simply be another facet of their studies. However, if it is an enrichment or optional activity, you may need to instill enthusiasm. A bulletin board display on the pen pal class's country is a good start. Feature a map of the country and pinpoint the location of the pen pals' city or town. Add pictures of the people, examples of the language, illustrations of their customs. Tell the students what you already know about their counterpart class. Get their suggestions for the exchange - stories, ideas, handicrafts they can share. Encourage each student to contribute in her/his special way - through a story, game, picture or other activity. By the time you're ready to write the first letters, the students should be eager to start.

Ideally, each pen pal packet should include a short message from each student and some artwork suitable for display in the partner classroom. However, with primary level pupils, you may have to "take dictation" and write one letter for all. Postage costs may preclude heavy mailings, in which case you may select representative letters or encourage group efforts. Especially in correspondence with students learning English, it is important that the language be simple and straightforward. Avoid excessive use of slang. You should look over each letter carefully to correct any errors in grammar, spelling or punctuation, and ensure that it's legible! With young children you may want to include a "translation" of their handwritten accounts. Always be sure that every student participates in some way in each mailing.

Receiving exchange letters should be as exciting as sending them.

Each student should have a chance to read the incoming letter(s) individually, even if they are initially read aloud to the whole class. Any pictures or drawings should be passed around the group before being displayed for all. Take time to talk about the letters and the subjects they cover. Follow up mentions of cities or towns by locating them on your map; if a pen pal describes a folk tale that's unfamiliar to your class, try to find a copy for them to read. Encourage your students to discuss the letters among themselves and with their families and friends to share their reactions and new knowledge.

You can develop a classroom-to-classroom pen pal exchange to fit your needs, to make the most of the interest, time and money that you and your students can invest. The foregoing should help you plan a program that will expose your class to new cultures and ideas, help them explore their own perspectives and concepts and strengthen their communication skills. The Appendices that follow include (A) Suggestions for Integrating a Pen Pal Program into the Curriculum, (B) Names and Addresses of Selected Potential Sources of Pen Pals, and (C) Suggestions for a One-Year Pen Pal Correspondence. They should help in implementing a cross-cultural correspondence program that can enrich your class experience and promote international awareness and understanding. Happy writing!

APPENDIX A ..... SUGGESTIONS FOR INTEGRATING A PEN PAL PROGRAM INTO THE CURRICULUM

What follows are suggestions for "internationalizing" your school program, so that a pen pal exchange will be but one aspect of cross-cultural learning for your students. Use them as best suits your needs and interests.....and pass them along

Many of these you may do on your own; others will require the cooperation of other teachers. Enlist their support early!

Music:

Use the music of foreign composers or foreign folk songs to teach basic musical concepts of rhythm, melody, harmony.....

Prepare a program featuring the works of foreign composers. Don't limit the presentation to classical material: include folk, rock and pop music.

Make a tape of your class singing favorite songs for their pen pals. Include contemporary hits and old time ballads. Have the class sing a song from the pen pal country. Include strictly instrumental music as well.

Have students report on foreign composers and their music. Discuss the influence of their works on other composers.

Have students report on musical instruments from other countries... how and why they were developed and whether the instrument has been changed or adapted for modern use.

Art:

Use the works of foreign artists to teach colors, shapes and textures.

Prepare a display featuring foreign art using illustrations from magazines, books, etc.

Have students report on international artists, their roots and influence on others.

Explore a variety of art forms, including American Indian carvings and Japanese brush painting.

Have the students paint murals for the hall or cafeteria showing scenes from foreign lands.

Science:

Weather - Compare and contrast weather patterns in various countries of the world, e.g. prevailing winds, rainfall. Discuss the use of Fahrenheit and Centigrade systems of computing temperatures.

Botany - compare the types of flowers, shrubs, etc. from one part of the world to another, i.e. Brazil/Japan/GreatBBritain.

Seasons - Discuss differences between hemispheres.

Astronomy - Compare Northern and Southern skies, constellations.

Nutrition - Illustrate the principles of good nutrition with examples of foreign foods and menus. Compare ethnic and international cookbooks. Share favorite recipes with your pen pals.

Ecology - Have students report on international efforts to protect endangered species, to conserve natural resources.

Physical Education

Have students report on physical education programs in other countries, e.g. Russia.

Teach foreign games and sports - include both formal team sports (e.g. cricket, rugby) and informal games (hop scotch/jump rope)

Have the children learn folk dances from other countries.

Plan an International Field Day featuring the sports of other nations.

Language Arts

Reading/Literature - Use works by foreign authors in the basic reading program or as primary supplementary materials. Have the children read folk tales, poems, plays and compare them with American works on similar subjects.

Have the students learn about Japanese Haiku poetry and try writing some of their own. (A concurrent art project might be to illustrate the poems, imitating Japanese art styles.)

Writing - Use the pen pal program to develop and strengthen letter-writing skills.

Use foreign words or phrases as practice words for handwriting exercises.

Spelling/Dictionary Skills - Include foreign words, especially place names, in weekly spelling lessons.

Have students report on English words that are used in foreign languages, and vice versa, e.g. "vice versa", "carte blanche", "siesta".

Have students report on English words derived or adapted from other languages, i.e. "kindergarten", "bibliography", "biology".....

Geography

Use a variety of maps of different countries and area to teach basic map skills.

Have students draw maps of their neighborhoods or school for their pen pals.

Current Events

Have students report on current international events using a variety of newspaper accounts.

Have students report on international issues from the point of view of another county. using foreign/foreign language newspaper or magazine accounts if possible, e.g. the Olympic boycott from the British or Italian point of view; the energy crisis from the French or Japanese point of view. (Foreign embassies or UN Missions may be prime sources of material for such a project.)

Have students report on events in the USA as if they were from a foreign country, e.g. the Presidential election as seen from a Greek or Brazilian perspective.

APPENDIX B ..... SELECTED POTENTIAL SOURCES OF PEN PALS

Afro-Asian Center.....
CPO Box 871
Kingston, NY 12401
914 246-7828
Robert Carroll, Director

The Center will arrange pen pal exchanges supervised by teachers here and abroad. Free brochur available on request.

People-to-People International.....
2440 Pershing Road, Suite G-30
Kansas City, MO 64108
816 421-6343
Gail Ward, School and Classroom Program Coordinator

People-to-People offers assistance in finding and correspon ing with classrooms abroad. Write for details.

Connecticut Chapter: The Friendship Force.....
164 East Center Street
Manchester, CT 06040
647-1419
Barbara B. Weinberg, Conn. Coordinator

This citizen exchange program arranges trip abroad to promote international friendship. Former participants may help iden ify pen pals.

Connecticut Chapter:Partners in the Americas.....
Connecticut/Paraiba Partners
% James Platts, President
Hartford Hospital
80 Seymour Street
Hartford, CT. 06115
673-4466
James Platts, President, Conn. Chapter.

Although not set up to arrange pen pal exchanges, this program has many facets and involves a variety of people in Brazil who may be able to help.

Alliance Francaise .....
22 East 60th Street
New York, NY 10022
215 355-6100
Jean-Jacques Sicard, Coordinator

There are several local chapters in Conn.. Write M. Sicard for the name & address of a near-by group.

American Field Service International/Intercultural Programs
313 East 43rd Street
New York, NY 10017
212 661-4550
Joanne Hall, Connecticut Field Coordinator

Ms. Hall can identify local AFS chapters and officers in your area who may help.

APPENDIX C ..... SUGGESTED GUIDE FOR A ONE-YEAR CLASSROOM-TO-CLASSROOM PEN PAL PROGRAM

The following guide outlines a dozen letters which should be more than enough for a one-year program. The first and last letters should include individual messages from each student; the others lend themselves more easily to group efforts. Just make sure that every students has a chance to contribute in some way to each mailing!

Before each letter-writing session, take time to discuss the subject with the students. Do a little idea-sharing. Younger students may need a specific form or format to follow. Experiment and see what works best with your class.

LETTER #1 ..... Introduction

Have each student bring in a snapshot of her/himself, wearing a favorite outfit or involved in a favorite activity; or take pictures of each student in the classroom. Clearly identify each one by name.

The students should write individual messages introducing themselves, including their names and some of the following information:

Age/birthdate and grade level, school
Family - parents, sisters/brothers, grandparents...
Pets
Neighborhood - rural, urban; houses, apartments
Physical description
Favorite things to do - sports, hobbies, music, TV

Note: if you are going to start the pen pal program at the very beginning of the school year, you may find the initial letter can serve as a good "icebreaker" for your new class. Preparing the letter can help students introduce themselves to each other and then, as a member of a group, to the pen pal class!

LETTER #2 ..... School

Take some pictures of the school and your classroom to include in this letter. Include shots of children in the gym, library/media center and cafeteria.

Describe the school:

Name and location
Size - how big, how many classes/students and teachers
Facilities - library, gym, theater, cafeteria, fields
Own classroom
Subjects/courses studied
Typical day's schedule
Special school events - Fall Festival, Holiday Ball, Book Fair, etc.....
Extra-curricular activities - band, sports

LETTER #3 .....Your Community, Bristol

Include several maps in this packet, if possible, of the USA, of Connecticut and of Bristol. On the USA map, outline the State and locate Bristol; on the CT map, again locate Bristol. On the local map, locate the school, major town attractions- Library, churches, civic centers, etc. Depending on the size of the map, and the size of the class, it may be possible to show where each student lives.....

Check with the local Chamber of Commerce for brochures describing the area, its businesses and recreation facilities, and its history. Include that information in the mailing.

Describe the community:

How big in size and population
What kinds of businesses are located there, or nearby
Town/city government
Services and programs for people - parks and recreation, transportation, fire and police departments, libraries
Entertainment - movies, theater, sports....
Town history - how old, by whom founded ....
Organizations, clubs, churches

LETTER #4 ..... CONNECTICUT

The Governor's office should be able to provide informational brochures describing the state - call to inquire.

Describe the State:

Name, and where the name came from
Nickname, and reason why
State flower, bird, song, tree etc.....
Major industry, business
Government
People - major Ethnic groups; famous Conn. residents/former residents
Recreational facilities, major parks etc.....

Note: This letter could tend to get a little "dry" - if so, have the students describe their favorite places in the State (i.e. beach or park) or their favorite thing to do (i.e., go to the circus in Hartford).....

LETTER #5 ..... THE USA

Brochures about the USA are available through the US Senators' and Representatives' offices in DC.

Describe the USA:

Name and history
Government
Size and population
Major attractions to visitors

Note: unless yours is an American History or Government class, do not spend too much time trying to outline American heritage in one letter! Encourage the students to describe the nation in their own words, from their own experiences....what different areas are like, how the people are the same/different from region to region.

Include information about people who have emigrated from the pen pal country to the USA .... French people who settled in Louisiana; Italians or Poles in Connecticut; Swedes in Wisconsin. Spotlight famous people who came from or whose parents came from the pen pal country. (A series of materials from the World Education Project, University of Conn., Storrs, CT 06268, can be very helpful in this area: booklets deal with a variety of ethnic populations in the State. Write to inquire.)

LETTER #6 ..... HOLIDAYS

Since there are scores of holidays celebrated in the USA every year, it is possible to have each student cover a specific holiday, even if it is simply a state's Admission Day. It may be more practical to choose 4 or 5 major holidays and have several students collaborate on a letter.

Each report should cover:

The holiday (name) and date, e.g., Christmas, December 25th or Thanksgiving, the 4th Thursday in November
Reason for the holiday - celebrate a birth, commemorate a life, honor a group
Celebrations and customs - parties; foods; songs; decorations

Among the holidays which may be described are:

New Year's Day
Valentine's Day
Presidents' Day/Washington and Lincoln's Birthdays
Martin Luther King Day
St. Patrick's Day
Patriot's Day
May Day
Memorial Day
Fourth of July
Armed Forces Day
Labor Day
Election Day
Hallowe'en
Thanksgiving
Christmas
State Admission Days
Mothers' and Fathers' Days
Arbor Day

LETTER #7 ..... SEASONS

Pictures showing the same place in different seasons, especially

Note: This project could get very complicated if you try to account for all travel arrangements including housing, food, schedules etc.....don't get bogged down in details!

LETTER #11 .....THE FUTURE

Have the students describe what they think their own lives will be like in 10 years - 25 years - 50 years:

Where they'll be living - city, town, moon
What kind of housing
What kinds of jobs will there be
What kind of family might they be a part of, if any

Note: this could get out of hand and become wildly futuristic. Try to keep a sense of reality in the scene - what kinds of jobs do they want to be doing - do they think world leaders will have resolved common energy & food issues????

LETTER #12 ..... WIND UP

As with the first mailing, this should include individual messages from each of the students involved. It would be interesting to include pictures of the class, too, so their year's growth could be seen. If a class picture is taken, make the background significant as well - if the class painted a mural of the pen pal country, use it as the backdrop. Identify each person by name.

Ask each student to tell what she or he has liked best about being in a pen pal program. If any are interested in continuing the exchange on an individual basis, personal addresses should be included.

During the school year you may have your class put together a scrap book to send off at the end of June. This could include pictures and artwork and programs from school concerts or sporting events, local newspaper articles about the school or individual students, etc.....

Another project in a similar vein would be to keep a class journal in which the students take turns writing the day's or week's events. This could be sent, or a copy made and sent, to the pen pal class.

A scrap book for all the letters etc. received from the pen pal class is a wonderful memento - either make one to keep in your room from year to year, or have each student make her/his own.

of the school, would be interesting additions to this packet.

Discuss the seasons:

Names and months, e.g. Spring = late March, April, May, early June
Describe the weather
Seasonal sports, games
Clothes
What happens with nature
Seasonal holidays

LETTER #8 ..... FOLK CULTURE

For this letter, ask the students to:

Describe some folk heroes, both real and imaginary: Davey Crockett, Annie Oakley, Paul Bunyan, Sojourner Truth, Johnny Appleseed, Susan B. Anthony, John Brown

Tell their favorite joke or riddle.

Describe their favorite game, i.e. Hide 'n Seek, Kick the Can

List their 10 favorite popular songs

Retell an old fairy story (include several versions of the same story in the mailing).

Trace their family roots; describe family celebrations and customs

Note: since the very definition of folk culture is how people live, the specific topics for this letter could run the gamut....and probably should

LETTER #9 ..... FOOD & NUTRITION

Ask each student to bring in a recipe for her/his favorite food or meal. Using their recipes, plan together a balanced diet which reflects their likes and "national favorites" like hamburgers, barbequed chicken and chocolate chip cookies!

Make a recipe booklet for the pen pal class.

LETTER #10 ..... PLAN A TOUR

"Arrange" a trip for the pen pal class to visit Bristol and/or the USA and describe

Major attractions in the State/Nation
Means of transportation to and from
What kind of clothes are appropriate... for skiing in Aspen or surfing in L.A.

BRISTOL ETHNIC STUDIES PROGRAM

SUGGESTED ACTIVITIES

FOR TEACHERS

JANUARY, 1980

The attached classroom suggestions have been taken from:

In Praise Of Diversity: Multicultural Classroom Applications
Gloria Grant, Editor
Teacher Corps, Center For Urban Education
3805 North 16th Street
Omaha, Nebraska 68110

FOLKLORIC FOUNDATIONS

All cultures have an oral tradition through which favored stories, songs, poems, and proverbs have been passed down from one generation to the next. These tales and truths reflect the fantasies, facts, superstitions, ethical beliefs, mores, and customs of each culture. Because they present the hopes, needs, experiences, and ideas common to people in general, many of the tales now written down reappear in literature with variations appropriate to a given culture. By becoming acquainted with folklore from varying cultures, students can learn to appreciate commonalities among people from diverse cultural groups, and, at the same time, become more aware of cultural characteristics through specific variations on common themes.

Time: Variable (six to eight weeks).

EXPERIENCES	SUGGESTIONS
To demonstrate how folk tales reflect commonalities among people as human beings.	The teacher will select appropriate tales from different cultures. After hearing the tales, (either read or told by students or the teacher), students will discuss common features found in each of the tales. Attention should be paid to personality traits of characters and to morals of stories. Students should be aided in keeping track of recurring themes. (Example: "The Gingerbread Boy", known variously as "The Pancake" in Norway, "Johnny Cake" in England, and "Wee Bannock" in Scotland)
To demonstrate specific cultural characteristics reflected in tales with common themes.	The teacher will select and read (or have read) appropriate tales from different cultures which present a common theme. Students will discuss both common elements and cultural variations as reflected in the tales. Students may write their own version as a class or individually. (Example: "The Anasi Tales" and "Br'er Rabbit"--African and American)

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To distinguish among the various forms of folklore used by various cultures (recommended for intermediate and upper grades).	Using appropriate examples of folk tales, legends, myths, fairy tales, and fables from different cultures, the teacher will aid students in defining and distinguishing among the various forms. Cultural variations should be distinguished from literary variations.
To distinguish fact from fiction in folklore.	After reading selected myths and legends, the teacher will elicit discussion from students regarding what is imaginary and what is real in each tale. Care should be taken to clarify any cultural misconceptions in this discussion.
To demonstrate variations in folklore within a specific cultural group.	The teacher will select and read a sample of folk tales from different Native American tribes, for example, or from African, Afro-American, and Plantation Tales. Students will discuss both common and specific elements in each of the tales.

SUPPLEMENTARY ACTIVITIES

*Students should have access to a large variety of folk tales which they can independently read or listen to on tape or records. Time should be provided for students to discuss their individual selections in small groups or as total-class presentations.

*Students may tell familiar folk tales to small groups or to the total class. Students should ask older members of their families and/or communities for additional suggestions.

*Students may dramatize folk tales or put on puppet plays.

*Students may illustrate characters and action of folk tales individually or in groups (e.g., murals, bulletin boards, collages).

*Students may compare orally or in writing mythical or legendary tales with scientific or historical facts they have gained through research.

*Students may write modern versions of ancient folk tales for a multicultural class anthology.

*Students may compose modern folk tales from popular sayings or legends about modern heroes/heroines.

*Advanced activities for grades 7-12 should be designed around folklore appropriate to the higher grades (e.g., Ulysses, King Arthur, Cuchulain).

INSTRUCTIONAL RESOURCES

Teachers should select appropriate examples of folklore from the list below or from other selected sources. Crucial to the objectives of this unit is the presentation of folklore from diverse cultures. The following resources suggest the possible range of tales from which teachers might select.

Aesop. Fables. ed. V.S. Jones. New York: Watts, 1967.

Alegria, Ricardo E., ed. Three Wishes: A Collection of Puerto Rican Folktales. New York: Harcourt Brace Jovanovich, 1969.

_____ Cuentos Folkloricos de Puerto Rico. Buenos Aires: Editorial el Atenec, 1969.

Ambrus, Victor. Three Poor Tailors. (Hungarian)

Appiah, Peggy. Anansi the Spider: Tales from an Ashanti Village. New York: Pantheon, 1966.

Aruego, Jose. Juan and the Asuangs: A Tale of Philippine Ghosts and Spirits. New York: Scribner's, 1970.

Belpre, Pura (reteller). Ote: A Puerto Rican Folk Tale. New York: Pantheon, 1969.

_____ Perez and Martina.

Brown, Marcia, ed. Backbone of the King. New York: Scribner's, 1966 (Hawaiian)

Bullfinch, Thomas Age of Fables. New York: Macmillan, 1942. (Greek Myths)

D'Aulaire, Ingri, and E. P. D'Aulaire. Book of Greek Myths. Garden City, N.Y.: Doubleday, 1962.

Eberhard, Wolfram. Folk Tales of China. Chicago: University of Chicago Press, 1965. (See Folk Tales of the World Series)

Gaer, Joseph. Fables of India. Boston: Little, Brown, 1955.

Grimm, Jakob, and Wilhelm Grimm. Fairy Tales. Garden City, N.Y.: Doubleday, 1956.

Hill, Kay. Glooscap and His Magic. New York: Dodd, Mead, 1963. (Native American)

Hodges, Elizabeth. Serendipity Tales. New York: Atheneum, 1966. (Iranian)

Holladay, Virginia. Bantu Tales. New York: Viking, 1970.

Houston, James. The White Archer. New York: Harcourt Brace Jovanovich, 1967. (Eskimo)

Ishii, Momoku, ed. Issum Boshi the Inchling: An Old Tale of Japan. New York: Walker, 1967.

Jacobs, Joseph, ed. English Fairy Tales. New York: Putnam, 1971.

Jewett, E.M. Which Was Witch? New York: Viking, 1953. (Korean)

Kirn, Ann. The Peacock and the Crow. New York: Four Winds, 1969. (Chinese)

Lester, Julius. Black Folk Tales. New York: Dutton, 1969.

McManus, Seumas, ed. Bold Heroes of Hungry Hill. New York: Farrar, Straus and Giroux, 1951. (Irish)

Noy, Dov. Folk Tales of Israel. Chichago: University of Chicago Press, 1968.

Perrault, Charles. Complete Fairy Tales. New York: Dodd, Mead, 1961. (French)

Rugoff, Milton, ed. A Harvest of World Folk Tales. New York: Viking, 1968.

Rushmore, Helen, and Wolf R. Hunt. The Dancing Horses of Acoma and Other Stories. Cleveland: World, 1963. (Native American)

Shapiro, Irwin. Heroes in American Folklore. New York: Messner, 1962.

Sherlock, Philip. West Indian Folk Tales. New York: Walck, 1966.

Stoutenberg, Adrien. American Tall Tales. New York: Viking, 1966.

Thompson, Stith, ed. Tales of the North American Indian. Bloomington, Ind.: University of Indiana Press, 1966.

Thompson, Vivian L. Hawaiian Myths of Earth, Sea and Sky. New York: Holiday, 1966.

Uchida, Yshiko, ed. The Magic Listening Cup. New York: Harcourt Brace Jovanovich, 1955. (Japanese)

Untermeyer, Louis, ed. The World's Great Stories: Fifty-five Legends. New York: Lippincott, 1964.

Wadsworth, Wallace, ed. Paul Bunyan and His Great Blue Ox. Garden City, New York: Doubleday, 1964.

Wheeler, Post. Russian Wonder Tales, Cranbury, New Jersey: Barnes, 1957.

Zemach, Harve. Too Much Nose. New York: Holt, Rinehart & Winston, 1967 (Italian)

MULTICULTURAL LITERATURE

It is common for students to read and discuss works of literature, but these readings are almost always works by White Americans or Europeans and represent the dominant white culture, rather than a multicultural perspective. Because literature can influence and change student or children's attitudes with respect to different cultures, it is important to introduce students to the literature of all groups in America.

Time: A multicultural reading center should exist throughout the year.

EXPERIENCES	SUGGESTIONS
To expose students to literature representative of different racial and cultural groups.	The teacher should gather a variety of multicultural literature in a reading center for quiet reading and for a free-time choice activity. The teacher should periodically select a book and read the complete book or selections aloud to motivate interest.
To enhance an understanding of different racial and cultural groups.	For several weeks the reading center should focus on activities centered around one author and/or illustrator. During the course of the school year, a variety of authors and illustrators from different racial and cultural groups should be featured and studied. Examples: A. Maurice Sendak 1. Read various books written and illustrated by Sendak to the class. 2. Tape the favorites for the reading center. 3. Discuss what is unique about this author/illustrator's work. 4. Have students discuss perspectives in terms of his cultural or racial background. 5. If the children want to express their feelings about his work, have them write letters to Sendak.

B. John Steptoe

1. Read various books written and illustrated by Steptoe to the class.
2. Tape the favorites for the reading center.
3. Discuss what is unique about this author/illustrator's work.
4. Have students discuss this author/illustrator's perspective in terms of his cultural or racial background.
5. Have a tripod, camera, and slide film available for children to take slides of Steptoe's art work. (Discussion topic: Do Steptoe's illustrations depict Black people in realistic situations?)
6. Have one or several of Steptoe's books read or taped in the Black English as it is written. (Discussion topic: Is this English familiar and/or understandable?)

C. Ezra Jack Keats

1. Show the films, "The Snowy Day," "Peter's Chair", and others.
2. Display all the books that Keats has written and illustrated.
3. Discuss his illustrations. Compare and contrast them with those of Steptoe.

D. "Pauloisse, An Eskimo Boy", Sounds of a Storyteller, pp. 214-231.

1. Read or listen to the story "Pauloisse".
2. Have clay available for the children to do sculptures of the Eskimo stonecarving art work depicted in the story.
3. Discuss why this story used pictures of stonecarving instead of the illustrations that were used in the previous books.

E. Virginia Driving Hawk Sneve

1. Read High Elk's Treasure.
2. Role play the excitement of finding buried treasure.
3. Discuss the origin of the treasure.
4. Compare Sneve's books with books about Native Americans by other authors.

SUPPLEMENTARY ACTIVITIES

* Students should write and illustrate a story about their own adventures.
* During the semester, students should read books by authors from various racial and cultural groups. Literature may be shared in class by individual reports, panel discussions, etc. Discussion should include:

1. Student reactions to the feelings and experiences expressed by the authors;
2. Changes in student points of view about other groups as a result of reading the books;
3. Literary content of the books.

This activity should be integrated into an entire school year's curriculum. It would be helpful to obtain selected bibliographies of suggested readings in the following areas: Novels, poems, short stories, and biographies. Appropriate books by authors from all cultural and racial groups should be included.

INSTRUCTIONAL RESOURCES

Keats, Ezra Jack. Googles! New York: Macmillan, 1969.
A Letter to Amy, New York: Viking Press, 1968.
Peter's Chair, New York: Harper & Row, 1967.
The Snowy Day, New York: Viking Press, 1962.
Whistle for Willie, New York: Viking Press, 1964.

Sneve, Virginia Driving Hawk. High Elk's Treasure & four other stories by same author, New York: Holiday House, 1974.

Steptoe, John. Train Ride, New York: Harper & Row, 1971.
Uptown, New York: Harper & Row, 1970.

Swim, Robert. "Pauloisse, An Eskimo Boy", Sounds of a Storyteller, Bill Martin (ed.), Holt, Rinehart & Winston, Inc., 1972.

WILL I SEE YOU IN THE COMICS?

The comics speak a universal language of laughter in their depiction of both fantasy and real-life situations. Despite their universality of appeal, however, an examination of the comics reveals that racially and culturally different people are not equally represented in this media.

Time: Teacher's discretion.

EXPERIENCES	SUGGESTIONS
To discover which cultural and racial groups are included in the comics.	Students should bring to class the Sunday comics from as many different newspapers as possible. Working in teams of two, students should examine all of the comic strips and tally the race, culture, sex, and age of the main and supporting characters. They should also examine the kinds of roles played by the characters. (With younger children, the teacher may wish to record the tallies with the class). Students should share the results of their survey with the class and participate in a discussion with questions such as the following: 1. Who reads the comics? 2. Who is in the comics? 3. What are the characters doing? 4. Which racial group appears in most comics? Why? 5. Are there comics about different ethnic and racial groups? 6. Who writes and illustrates the comics? Students may want to pursue these questions further with local newspaper editors.
To create students' own multicultural comic strips.	Individually or in groups, students should create several multicultural comic strips. These comic strips should then be compiled into a comics section for the class newspaper, which should be balanced with male and female characters from all racial and cultural groups, the elderly and handicapped. The roles of characters in each comic strip should not be stereotyped, and care should be taken to avoid color stereotyping of people.

After the comics section has been developed, it should be evaluated for balance, stereotypes, roles, and participation. Particular attention should be given to the multicultural aspect of individual comic strips.

SOCIAL STUDIES

WE ALL BUILT THIS LAND

As evident in the vignettes, all groups in America have richly participated in the growth and development of our country.

Time: Ongoing

EXPERIENCES

To help students become aware of the contributions and accomplishments of all groups to this country.

SUGGESTIONS

The classroom should have a learning center that features, on a rotating basis, the accomplishments or contributions of diverse people.

The experience chart and morning story for primary students should include information about diverse people.

Students should prepare oral reports discussing the contributions of diverse people. These reports should be shared with the class.

Students should develop biographies of persons they have researched. These biographies could include a time line, family tree, and summary of the person's contributions. These reports may be used to develop a classroom library, and may be duplicated and given to each student to form a multicultural anthology.

INSTRUCTIONAL RESOURCES

In order to facilitate this activity, it is suggested that a list be made of possible categories--e.g., Art, Education, Entertainment, Journalism, Literature, Music, Politics, Science--and contributors within these categories.

THE "MYSTERY" GUEST

It is important that young students become aware of the local, national or international accomplishments of people who are racially, culturally, and individually different.

Time: Continuous, one academic year.

EXPERIENCES

To familiarize students with the names, lives, and accomplishments of men and women from different cultural and racial groups.

SUGGESTIONS

Early in the school year, the teacher should enlist the help of one or more people (parent, university student, senior citizen, etc.) who would be willing to visit the classroom on a weekly basis. If volunteers are not available, the teacher must take responsibility for the following activity.

The volunteer should be disguised so his/her race and sex are unknown to the children.

The mystery guest's visit should become a special event each week. The mystery guest should be provided with a script, which tells about the famous person of the week, to be used in relating historical data to the class.

The volunteer or teacher should compile information on people such as the following examples of mystery guests:

1. S.I. Hayakawa - Japanese American male. Former college president and contemporary U.S. Senator.
2. Cesar Chavez - Mexican American male. President United Farm Workers Union.
3. Charles Curtis - Native American male. U.S. Vice President under Herbert Hoover.
4. Dr. Martin Luther King, Jr. - Black male. Civil Rights leader who lost his life seeking equality for all people.
5. Patsy Mink - Japanese American female. U.S. Congresswoman from Hawaii.

6. Lucretia Mott - White female. Teacher; sponsor of Seneca Falls Convention; President of American Equal Rights Association and National Women Suffrage Association.

7. Dr. Jonas Salk - Jewish male. Perfected the polio vaccine.

8. Lola Rodriguez de Tio - Puerto Rican female. Poet; author of Puerto Rico's national anthem.

9. Maria Tallchief - Native American female. Ballerina.

10. Sojourner Truth - Black female. Know widely for her abolition work; she also attended and spoke at many women rights meetings.

11. Herman Badillo - Puerto Rican male. First person of Puerto Rican ancestry to be elected to the U.S. Congress.

12. Lee Trevino - Mexican American male. Golfer.

To have each student contribute "a person of the week."

After a few weeks, each child should choose a person in the community as their "person of the week" and play "mystery" guest by standing in a large book made for this purpose.

The book can be made from a large box (refrigerator box). Students could paint it and letter an appropriate title on the front. The top, bottom, and one side of the box should be removed, and a window should be cut in the smallest section.

Students should stand behind the window to speak about their "person of the week".

INSTRUCTIONAL RESOURCES

Costume to disguise sex, identity, and race of the mystery guest; refrigerator box; and paint.

SCIENCE AND MATH

"YOU ARE WHAT YOU EAT"

It is not only important for students to realize the necessity for proper nutrition, but also to understand that different racial and cultural groups in this country obtain the minimum daily requirements for proper nutrition from different types of foods rather than from just the "standards" pictured on most nutrition charts.

EXPERIENCES

To help students understand the need for proper nutrition by integrating math and science with a multicultural focus.

SUGGESTIONS

The teacher and students should discuss the importance of nutrition for general good health. This discussion should include the benefits of proper nutrition and the effects of poor nutrition on total body health.

The teacher and students should then collect pictures (from magazines, newspapers, etc.) or draw picutres of various foods from different racial and cultural traditions from each of the food groups. The students should develop a system for scoring foods according to heir nutritional value, for example:

Milk	+20
Potato chips	-10

Each picture should be pasted on an index card with its nutritional value noted on the back of the card. The cards should then be sorted according to food type in the basic food groups. Please note that it is essential to have a sufficient number of pictures from each of the basic food groups from diverse cultures. These cards should be put in a learning center called "The Lunch Line".

Each day students should go through "The Lunch Line" and should keep a record of the foods they selected and their nutritional values. At the end of the week they should graph the nutritional values of the foods selected. They could do this in either bar graph or percentage graph form.

In small groups, they should discuss their food selections for the week in terms of their nutritional values.

DISCOVERING THE CULTURAL HISTORY OF FOODS

Foods eaten in the United States reflect the diversity of its citizens. Many foods have their origins in distinct cultural traditions. Therefore, an exploration of the origins of different foods can provide insight into the particular cultural group represented.

EXPERIENCES	SUGGESTIONS
To aid students in identifying their favorite foods.	Students should make a list of their favorite foods and bring pictures of them if possible. They should then make a graph of class preferences to demonstrate common favorites.
To help students discover the cultural origin of their favorite food.	Students should be asked if they know the cultural history of their favorite food. Various cookbooks descriptive of different cultural foods should be displayed in the room library. Students should explore the cookbooks, examining the different recipes and illustrations in order to collect needed information.
	Foods that have a common cultural history should be grouped together, and their origin should be discussed. A food learning center should be set up in the room to display the research reports and pictures.
To promote an understanding of why certain foods are eaten by particular groups.	The students should construct a large state, national and world map. They should mark the food at its original location and trace what forces led to the use of a food in a particular location.
To help students become familiar with the foods from a cultural background with which they were not previously acquainted.	Student committees should select foods from a common cultural origin and prepare food samples for the class. These food samples should be shared with the class as students give the oral report on their favorite food.
	In lieu of committee participation, individual students may offer special family recipes for class experiences. The students would be responsible for organizing the food preparation and selecting other class members to help. As the class samples the food, the student would be responsible for providing them with an overview of the traditions behind the food.

SUPPLEMENTARY ACTIVITIES

* Students could hold a panel discussion on nutrition. They could discuss the fact that different racial or cultural groups get proper nutrition from different types of food.
* Students could make their own nutrition chart with the basic food groups. This chart should have a multicultural focus and should include foods from different racial and cultural groups.
* Teachers could introduce students to new foods in the following manner:
  1. The teacher should put in a brown bag a fruit or vegetable that is "uncommon" to the class and common to a particular racial or cultural group.
  2. Students should feel but not look at the items in the bag.
  3. Students should write descriptive words for the vegetable or fruit.
  4. Students can then share their descriptions with the class and have them help guess the identity of the vegetable or fruit.
  5. The students should cook and eat that kind of vegetable or fruit and learn something about the origin of the food.

INSTRUCTIONAL RESOURCES

Goodwin, Mary T. and Pollen, Gerry. Creative Food Experiences for Children. Washington, D.C.: Center for Science in the Public Interest, 1974.

Assorted cookbooks
Family recipes

	Students should visit some restaurants and interview owners about the cultural history of the food they serve.
To share with family members the multicultural understanding acquired in school.	Students should plan a dinner for family and community members, for example, a smorgasbord of foods representative of various cultures. They should develop displays and short talks to inform their guests on the results of their study.

SUPPLEMENTARY ACTIVITIES

* Students may work with ratios, changing the measurements for ingredients in recipes to accommodate larger or smaller groups.
* Students may compute the cost of the foods.
* Students may illustrate menus or make collages of the origins of foods.
* Students may investigate how various ingredients interact and what causes foods to change.

PEOPLE AND COLORS

Coloring pictures serves a variety of useful and enjoyable functions. Many children, however, are inclined to simply use a red or yellow crayon to color the skin of a Native American or Asian American. Such behavior clearly demonstrates and, at the same time, reinforces stereotypes. It is important for students tc appreciate the various shades of human skin color to eliminate this kind of stereotyping.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To demonstrate shades of color.	The teacher should stimulate the discussion on different shades of color by using the following: 1. color swatches from the local paint store; 2. color-aid swatch book; 3. natural objects such as a rose in various stages of maturity; 4. fabric samples that show a full range of colors; 5. paints that have been mixed to different shades; 6. #48 crayola crayons (Binney & Smith); 7. pictures on a black and white TV screen to show shades of gray. Students should discuss the different shades and visit a paint store and observe paint being mixed.
To show different skin colors of culturally and racially different people.	The teacher will use pictures or color photographs of racially and culturally different people for demonstrating and discussing the fact that the skin color of people varies within and among groups. In addition, the student should develop an individual collection of pictures and photographs.

SUPPLEMENTARY ACTIVITIES

* Activities for either discussion might include drawing and coloring activities and/or extensions into science activities concerned with pigmentation.
* For upper grades, students can conduct experiments on mixing pigments in a variety of media (e.g., paints, inks) or layering acetates or tissue papers.

* Students should draw a self-portrait using the #48 Binney & Smith crayola crayons to demonstrate the previous lesson learned on color shading.

INSTRUCTIONAL RESOURCES

In addition to the materials noted in the activities, a color wheel is recommended.

DIFFERENCES DISTINGUISHED BY DRESS

Although clothing is considered to be one of the three basic human needs, people frequently use head coverings and body ornaments to signify cultural or religious traditions, occupations, status, or individual preference rather than as mere protection from the elements. Since many children tend to ridicule people who dress differently from the "norm", it is important for them to understand the reasons for variations in dress.

EXPERIENCES	SUGGESTIONS
To aid students in recognizing the intent of body ornaments.	Using appropriate pictures of people wearing a variety of body ornaments, the teacher (or students who have researched the topic) should lead a discussion on the following reasons for body ornamentation: 1. decorative; 2. religious: Christian, Jewish, Buddhist, Native American; 3. ceremonial; 4. functional; 5. status and wealth; 6. male and female differences. Students should collect and bring into class different body ornaments. The significance and origin of the materials should be labeled, and they should be organized into a classroom center.
To provide students with opportunities to make body ornaments that signify something special to them as members of a particular culture or as unique individuals.	Using such materials as papier maché, bone, junk metal, beads, feathers, wires, leather, fur, and paper, students should be encouraged to make their own body ornaments. After completing their projects, students should present them to the rest of the class, explaining the meaning of their ornaments.
To sensitize students to the intent of a variety of head covering.	The teacher should use appropriate pictures of people wearing a wide variety of head coverings to encourage student discussion of the reasons for different ways of covering the head. Examples might include the following:

1. protective armor (in war during medieval times);
2. organization headgear (e.g., Scouts, Shriners);
3. religious symbolism (e.g., Jewish yamulkas, rebozos, purdah);
4. occupational head coverings (e.g. hard hats, surgeons' caps, service personnel, food workers);
5. sports gear (e.g., swim caps, football helmets, racing masks and helmets).

Students should collect and bring into class a variety of head coverings. The significance and origin of the head coverings should be labeled and they should be placed in the center with the collected body ornaments.

To provide students with opportunities to make their own head coverings.

Using such materials as silk, cotton, papier maché, wool, cardboard, etc., in addition to others listed under body ornaments, students should be encouraged to make their own unique head coverings. Finished projects should be presented to other members of the class.

To provide students with the opportunity to display their creativity to others.

Students should write short skits utilizing the various head coverings and body ornaments they have created. Other students and parents should be invited to watch these skits.

INSTRUCTIONAL RESOURCES

In addition to the materials noted above, the teacher should have fastening materials such as glue, paste, staples, needles and thread available. Appropriate pictures can be found in fine arts books, National Geographic and Life (old library copies) as well as in current popular magazines.

TOYS

Although play is a universal activity for children across cultures, many of the toys found in our schools are ethnocentric in design and appeal. In addition, many of the toys are sex-typed. It is important for students to become aware that the use of a toy should not be limited to one sex nor should toys of one culture be regarded as superior to those of other cultures.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To demonstrate the variety of toys indigenous to different cultures.	The teacher should make available a variety of toys characteristic of different cultures. Students should be encouraged to play with any toy they choose.
To encourage an understanding of the universal appeal of toys.	Students should be encouraged to discuss the similarities and differences among various toys. Students should be led to a positive appreciation of the purpose (s) of toys.
To aid students in understanding that choice of play equipment should not be determined by sex.	The teacher should prepare a list of toys which includes some obvious sex-linked preferences. The following examples might be used: 1. skateboard 2. basketball 3. doll 4. bicycle 5. jump rope 6. marbles 7. finger paint 8. "dress-up" clothes 9. cars and trucks 10. dishes The teacher should list the above toys on the chalkboard, and ask students to decide which toys "belong" to girls and which to boys. Choices should be identified by marking G for girls and B for boys. In a nonjudgmental manner, the teacher should probe students' choices with appropriate questions, such as the following:

1. Does everyone enjoy the same kind of toy? How would you feel if you had to play with a toy you didn't like? Who do you think should decide what you will play with in school today?

2. Do boys ever have a doll? Why would anyone want a doll? Do all girls like dolls? Is it okay for boys to like to play with dolls? Is it okay if girls don't like dolls? Why or why not?

3. Do girls ever play basketball? Do all boys like to play basketball?

This activity is designed to provide opportunities to stimulate students' thinking as to why a particular toy is chosen. The teacher should point out the value of toys that encourage students' participation and creativity in play, regardless of sex or cultural background.

SUPPLEMENTARY ACTIVITIES

* Follow-up activities might include making simple dolls (e.g., sock, cloth, wood, china, applehead, cornhusk, hollyhock), wood toys, or musical instruments.

* Students could participate in various role-playing activities using their "new" toys.

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